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THE IMPACT OF THE INDIVIDUAL LANGUAGE LEARNING PROGRAM (ILLP) ON HIGH SCHOOL STUDENTS' LANGUAGE DEVELOPMENT

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Abstract

This study explores the impact of an Artificial Intelligence-supported Individual Language Learning Program (ILLP), implemented at the high school level, aimed at guiding students from A2 to B1 proficiency. The research adopts a descriptive design and involves 60 students who participated in an intensive 10-week program, totaling 80 instructional hours. The ILLP was structured to promote individualized learning pace, enhance the four core language skills (reading, writing, listening, and speaking) and develop learners' self-regulation, digital literacy, and positive attitudes toward language learning through the integration of AI tools. The primary data collection instrument was a structured questionnaire designed to evaluate students' language progress, self-perceptions, and experiences with technology-enhanced learning. Results revealed significant improvements in all four language skills. Moreover, the program fostered higher levels of self-awareness, independent study habits, and the ability to use digital tools effectively in learning processes. Students expressed positive views on the adaptability, engagement, and interactive nature of AI-assisted content, highlighting how it responded to their individual needs more efficiently than traditional classroom methods. In conclusion, the findings underscore the effectiveness of AI-integrated, personalized language learning environments in promoting both linguistic competence and 21st-century skills such as digital literacy and autonomous learning. The ILLP model represents an innovative and flexible approach that aligns with inclusive education policies and supports differentiated instruction. Broad implementation of such programs could contribute to reducing inequalities in language education by offering tailored support to diverse learners. This study provides compelling evidence that artificial intelligence, when pedagogically grounded, can enhance not only language acquisition but also students' motivation and confidence in navigating their learning journeys independently.

Keywords: Individual language learning, AI-assisted education, high school students, language skills, self-regulation, digital literacy

1. INTRODUCTION

1.1. Theoretical Framework

In the first quarter of the 21st century, globalization, digitalization, and the transition to an information society have made it necessary not only for individuals to access information, but also to process, interpret, and share this information effectively in multilingual environments (UNESCO, 2021). In this context, foreign language learning has gone beyond being merely a part of educational systems and has evolved into a lifelong communication skill acquired in economic, social, cultural, and political settings. Language education has become a vital tool

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for individuals to develop global citizenship, intercultural understanding, digital interaction, and multidimensional thinking skills (Byram, 2008; OECD, 2020). Particularly, English has emerged as a global lingua franca in international relations, academic studies, scientific publications, digital media, and business. Graddol (2006) described the global rise of English and the structural transformations associated with its education as a "language of the future," emphasizing that this situation has brought new opportunities and responsibilities at both the individual and societal levels. Enhancing the effectiveness of English language teaching contributes not only to students' individual academic development but also to countries' goals in cultural diplomacy and economic progress (Crystal, 2003).

The Common European Framework of Reference for Languages (CEFR) categorizes language proficiency into six main levels (A1–C2), structuring the learning process and clarifying instructional objectives (Council of Europe, 2020). This system not only offers a shared framework for determining language learning goals but also provides an opportunity to assess individuals' communicative competence, language strategies, and intercultural interaction skills. Particularly, the transition between the A2 (Basic User) and B1 (Independent User) levels is regarded as a critical developmental stage where students' language production and communicative proficiency are shaped. This transition requires students to become active and functional not only in receptive skills (listening, reading) but also in productive skills (speaking, writing). However, in many education systems, this transition is insufficiently supported; students often complete their language education at the A2 level by learning grammatical rules but without acquiring communicative competence (Little, 2007). This indicates the need to restructure language teaching using more functional, holistic, and personalized methods.

Recent reports published by UNESCO (2021), the European Commission (2019), and OECD (2020) emphasize that foreign language education should no longer be viewed solely as an academic subject but rather as a field that supports lifelong learning, digital literacy, and intercultural understanding. Accordingly, traditional lesson-based and teacher-centered language teaching approaches have begun to give way to more flexible, learner-centered, technology-enhanced, and personalized learning models.

1.2. Theoretical Foundations of Personalized Learning and Its Adaptation to Language Education

Personalized learning is a contemporary educational approach that aims to engage students actively in the learning process through differentiated instructional practices tailored to their individual interests, learning pace, readiness levels, and learning styles (Tomlinson, 2014). Rather than standardizing learning, this approach prioritizes diversification, enabling students to take responsibility for their own learning processes and develop self-regulation skills. Personalized learning is grounded in both pedagogical and cognitive psychology theories. Lev Vygotsky's sociocultural theory, especially the concept of the Zone of Proximal Development (ZPD), asserts that learning occurs through interaction and guidance, which constitutes a key foundation for personalized learning (Vygotsky, 1978). Within this framework, learning tasks appropriate to the student's level are determined to help them progress to the next stage. Similarly, Bruner's (1966) notion of "scaffolding" emphasizes the need for gradual structuring of the learning process based on the learner's individual needs. These theoretical perspectives underscore that personalized instruction involves not only individual tasks but also active student engagement and social support.

In Hattie's (2012) comprehensive meta-analysis, personalized learning practices were found to have a significant impact on student achievement. Particularly, when students are able to plan their own learning, have the right to make mistakes, and determine their learning goals, both the depth and retention of learning increase. Such an environment enables learners to become

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autonomous agents in the learning process (Knowles, 1980). In the context of language learning, personalized learning offers a functional model by acknowledging that each student has a different learning history, level of motivation, and skill profile. For instance, some students may have a visual learning style, while others may learn better through auditory or kinesthetic methods. Additionally, some learners may focus on syntactic aspects of language, while others may prefer learning through contextual communication. Therefore, a one-size-fits-all approach in language education often leaves some students behind or prevents them from realizing their full potential (Richards & Rodgers, 2014).

Personalized language learning programs include practices such as flexible scheduling, differentiated materials for various skills, individual feedback, collaborative goal setting, and self-assessment. In these programs, students not only develop language skills but also acquire higher-order skills such as learning to learn, time management, effective use of digital tools, and self-regulation (Zimmerman, 2002). In this regard, personalized learning should be considered not merely as a pedagogical strategy but as a broader educational philosophy. For A2–B1 level learners in particular, individual learning models make language acquisition more meaningful and sustainable. While some students at this level may have learned basic grammar structures, they often lack productive skills. Through individual learning, students can identify their areas of weakness and focus intensively on those areas, thereby shaping their own learning paths. In this respect, individual learning programs go beyond the limitations of traditional classroom teaching and offer a dynamic and student-centered learning environment (Anderson, 2013).

1.3. Technology-Enhanced Learning and the ILLP Model

The rapid advancement of technology has radically transformed learning environments in education, paving the way for the widespread adoption of digital, interactive, and student-centered approaches alongside traditional methods. Foreign language education has been one of the most profoundly affected fields. Particularly, mobile applications, digital games, artificial intelligence-based software, online platforms, and social media tools offer enriched and personalized learning opportunities for students (Godwin-Jones, 2018; Kukulska-Hulme, 2020). Technology-Enhanced Language Learning (TELL) facilitates access to materials suited to diverse learning styles, renders the learning process independent of time and place, and enhances learner motivation. Digital platforms also provide immediate feedback, learning analytics, and content tailored to the learner's pace—elements that closely align with the core components of personalized learning (Stockwell, 2012; Beatty, 2010). In this context, the Individual Language Learning Program (ILLP) combines the principles of personalized learning with the affordances of digital technologies. ILLP is a tailored language learning model in which students manage their own development through a weekly eight-hour learning plan aimed at improving various skills and supported by digital resources. The program is specifically designed for high school students transitioning from A2 to B1 level.

The ILLP model is structured around key skill areas: grammar, listening, reading, writing, speaking, vocabulary, and review-evaluation. Each week, students complete different tasks based on specific topics and functional language structures. For instance, during the first week, activities include studying the Simple Present and Simple Past Tense, writing an invitation email, listening to and interpreting songs, reading stories, practicing paired conversations, and engaging in vocabulary exercises. While the structure remains constant, the content gradually increases in complexity to support advancement toward B1 level. Digital tools used in the program include BBC Learning English, VOA Learning English, Memrise, Quizlet, Elsa Speak, Voscreen, Cleverbot, and British Council online courses. These platforms enable both individual and interactive participation in the learning process. Furthermore, the program incorporates self-assessment and weekly task-tracking systems to foster student accountability.

The distinctive feature of ILLP is its learner-centered nature, with the teacher acting as a facilitator, mentor, and guide (Little, 2007). The ILLP model supports not only linguistic development but also the acquisition of higher-order skills such as self-regulation, digital literacy, time management, and strategic learning. In this sense, ILLP presents a 21st-century skills-integrated approach to language education. The transformation of students from passive recipients of information to active learners who take responsibility for their own learning highlights the pedagogical strength of this model (Anderson, 2013; Zimmerman, 2002).

In this study, the ILLP was implemented as a 10-week, 80-hour learning plan involving 60 high school students. Each week, students were assigned specific tasks, supported by technology-enhanced content, and their development was monitored through surveys. Thus, ILLP stands out as one of the few locally developed and implemented individual language learning models at the high school level in Türkiye.

1.4. English Education in Turkish Secondary Schools: Challenges and Needs

Although foreign language education has long been a fundamental component of the curriculum in Turkish secondary schools, it has faced significant criticism for failing to produce functional language proficiency (Demirel, 2012; Gözütok, 2014). Despite receiving English instruction for about eight years starting from primary school, many students still struggle to express themselves even at a basic level upon graduation. This issue stems from structural, pedagogical, and systemic factors. Key challenges include the insufficient number of weekly lesson hours, large class sizes, widespread use of traditional teacher-centered methods, and the lack of integration between language learning and assessment systems, which collectively hinder the development of active language use (Kırkgöz, 2009). Moreover, the central examination system in Türkiye emphasizes grammar knowledge rather than language production, making it difficult for students to focus on communicative skills such as speaking, writing, and listening.

Although the English curriculum revised by the Ministry of National Education (MoNE) in 2018 promotes a communicative approach and emphasizes the four core language skills, its implementation remains largely theoretical. Classroom practices continue to rely heavily on grammar instruction and rote learning (Şahin, 2020). The standardized teaching model that disregards individual differences among students reduces motivation and fosters negative attitudes toward learning foreign languages (Yüce & Atay, 2015). One of the key factors affecting success in language education is learners' self-efficacy beliefs. According to Bandura's (1997) social cognitive theory, an individual's belief in their ability to succeed directly influences their performance. Studies conducted in Türkiye indicate that students generally have low self-efficacy beliefs concerning English classes, which negatively affects their academic achievement (Doğan & Tuncer, 2016). This highlights the need for more personalized, learner-centered programs that allow students to learn at their own pace.

Additionally, students' exposure to English outside the classroom is very limited. English is rarely used in daily life, and learners have minimal opportunities to engage with the language beyond school. However, language acquisition is not confined to classroom instruction; it requires integration with everyday life (Krashen, 1982). In this respect, technology-supported programs that enable individual use can play a critical role in increasing out-of-class language engagement. In summary, English education at the secondary level in Türkiye needs a comprehensive restructuring in terms of content, methodology, assessment, teacher training, and learning environments. A shift toward a communicative, learner-centered, differentiated, and technology-enhanced approach can make language learning more meaningful and sustainable for students.

1.5. Pedagogical Importance of the A2–B1 Transition and Student Profile

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The Common European Framework of Reference for Languages (CEFR) is an international standard developed to objectively and comparably describe language proficiency among learners. According to the CEFR, A2 represents a “basic user” level where individuals can use simple expressions and participate in brief conversations on familiar topics. In contrast, B1 is the “independent user” level, where learners can communicate autonomously in familiar situations and express their feelings, ideas, and experiences (Council of Europe, 2020). The transition between these two levels is one of the most critical phases in language learning. While A2-level learners generally have a grasp of basic grammar structures and common sentence patterns and engage in limited listening and reading tasks, the shift to B1 requires them to transform their knowledge into productive skills, gaining the ability to express themselves both in writing and speaking and to engage in meaningful communication (Little, 2007; North & Schneider, 1998). This process requires not only linguistic instruction but also development in affective domains such as self-confidence, self-regulation skills, cognitive awareness, and motivation. Thus, the A2–B1 transition is a multidimensional learning process that demands both cognitive and affective support (Larsen-Freeman, 2000).

Studies conducted in Türkiye reveal that many students remain stuck at the A2 level and struggle with transitioning to B1. The primary reasons include insufficient focus on productive skills in classroom instruction, limited opportunities for language use outside of class, and a lack of differentiation based on individual learning needs (Yıldız & Selvi, 2019). In this context, developing individualized learning programs to support the A2–B1 transition is crucial for promoting students’ language development. The ILLP model is specifically designed to support this transition in a systematic manner. Students convert grammatical structures into productive use weekly, expand their vocabulary through listening and reading activities, and practice both written and spoken communication. In this way, learners enhance not only their theoretical knowledge but also their functional language use.

1.6. Individualized Programs in the Literature and the Position of ILLP

In the field of language education, individualized learning models have become a significant topic of research over the past two decades. Concepts such as self-regulated learning, learner autonomy, differentiated instruction, and adaptive learning systems constitute the core theoretical framework in this domain (Oxford, 2003; Little, 2007; Tomlinson, 2014). Oxford (2003) noted that effective language learning is only possible when learners develop personal strategies, plan their learning, and conduct self-assessments. This perspective emphasizes that individualized programs should not merely involve content differentiation but should also support learners' active engagement. Similarly, Benson (2011) argued that learner autonomy develops through the learner's assumption of responsibility, and this process should be supported with structured learning environments. The ILLP model aligns closely with these theoretical approaches. Students actively participate in the learning process, complete tasks on time, explore content on digital platforms, and conduct weekly self-assessments. With the guidance of a mentor teacher, students receive feedback and are supported when needed. This makes ILLP not only an individualized program but also a structured one.

Comparable approaches in the literature include CALL (Computer-Assisted Language Learning), TELL (Technology-Enhanced Language Learning), blended learning, and the flipped classroom model (Warschauer & Kern, 2000; Grgurović, 2017). However, most of these models are classroom-based and do not offer a system tailored to the learner’s pace, skill profile, and goals. In contrast, ILLP is individual, digital, multifaceted, and production-oriented—positioning it uniquely in the literature. From a research perspective, ILLP is a locally developed, field-based model that has not previously been evaluated systematically. Therefore, it addresses a gap in the literature and offers practitioners a novel implementation model.

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1.7. Purpose and Significance of This Study

This study aims to descriptively investigate the impact of the Individual Language Learning Program (ILLP), a personalized and technology-enhanced language learning model, on the language development of high school students at the A2 level. What distinguishes this program from traditional instruction is its emphasis on productive language skills—speaking and writing—supported by digital resources, guided individual tasks, and progress monitored through self-assessment.

The study is significant for the following reasons:

1. Pedagogical Rationale: Structured individual support models are necessary to overcome the challenges students face during the A2–B1 transition.
2. Technological Rationale: The effective use of digital tools enhances the flexibility and personalization of the learning process.
3. Practical Rationale: ILLP is an original implementation model that promotes student autonomy, extends learning beyond the classroom, and progresses through weekly tasks.
4. Research Gap: There is a lack of studies on technology-supported individualized language learning models implemented for high school students in Türkiye.

Thus, this research seeks to contribute at both theoretical and practical levels.

1.8. Research Problem and Sub-Questions

The main research question guiding this study is: “How does the Individual Language Learning Program (ILLP) affect the language skills of high school students at the A2 level during their transition to B1 level?”

Based on this primary question, the following sub-questions are posed:

1. How does the ILLP influence students’ perceptions of the four basic language skills (listening, speaking, reading, and writing)?
2. In which areas do students show development by the end of the ILLP process?
3. What is the effect of the program on students' motivation, self-assessment skills, and learning responsibility?
4. What are students’ views on individualized learning and technology-supported activities?

2. METHOD

2.1. Research Design

This study was structured within the scope of a descriptive research design. Descriptive studies aim to define the current state of a phenomenon, event, or process without any intervention (Karasar, 2021). In this context, the aim of this study is to examine, in a multidimensional manner, the effects of the Individual Language Learning Program (ILLP), implemented over a 10-week period with high school students at the A2 level. A control-experimental group setup was not employed. Instead, a single-group model was used to explore the perceptions and experiences of students participating in the program. Data were collected solely from students involved in the implementation, and the outcomes were analyzed using quantitative measurement techniques.

2.2. Participants

The participants of the study consisted of 60 ninth- and tenth-grade students enrolled in a public high school located in the Central Anatolia Region of Türkiye during the fall semester of the 2024–2025 academic year. Based on a placement test administered by the instructor, all students were classified at the A2 proficiency level. The students were aged between 14 and 17 years. Participation was based on voluntary consent. All participants had equal access to the program and received guidance from the same instructor using the same instructional materials. Personal information of participants was kept confidential, and the study was conducted in accordance with ethical research principles.

2.3. Variables

The variables in this study were classified as follows:

Independent Variable

ILLP (Individual Language Learning Program): A 10-week, AI-supported, technology-enhanced language learning program with 8 hours of weekly individual learning tasks.

Dependent Variables:

1. Development of language skills (listening, speaking, reading, writing)
2. Motivation and engagement in learning
3. Individual learning experience
4. Attitudes toward technology use
5. Overall satisfaction and self-assessment

2.4. Data Collection Tool

Data were collected using the “ILLP Student Evaluation Questionnaire”, which was developed by the researchers based on relevant literature. The questionnaire consists of 20 items across four sub-dimensions:

Table 1

Number of items in each ILLP sub-dimension

Sub-Dimension	Number of Items
Language Skill Development	5
Motivation and Engagement	5
Individual Learning and Self-Regulation	5
Technology Use and Digital Attitude	5

All items were constructed using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

The internal consistency coefficient (Cronbach's Alpha) of the scale was calculated as $\alpha = 0.83$, indicating high reliability (Fraenkel et al., 2012). Content validity of the items was reviewed by field experts, including two English teachers and one educational assessment expert.

2.5. Implementation Process

The ILLP implementation was carried out between September and December , 2024, over a

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period of 10 weeks. The weekly 8-hour program consisted of the following components designed to support individual skill development:

- Grammar (1 hour)
- Listening (1 hour)
- Reading (1 hour)
- Writing (1 hour)
- Speaking (1 hour)
- Vocabulary study (1 hour)
- Practice with digital tools (1 hour)
- Assessment and self-assessment (1 hour)

For example, in Week 1, the content included: "Simple Present vs. Simple Past Tense," writing emails, reading graded readers, listening to music, and practicing vocabulary on Quizlet. Each week's topics were scaffolded progressively from A2 to B1 level. Students completed tasks individually, while the teacher served only as a mentor and facilitator.

2.6. Data Analysis

The data collected from the questionnaire was analyzed using SPSS version 25.0. The following statistical methods were employed:

- Frequency (f) and percentage (%) calculations
- Arithmetic mean (M) and standard deviation (SD)
- Trend graphs and distribution tables by sub-dimension

Through these analyses, students' perceptions and evaluations regarding the ILLP program were interpreted. Results were presented separately for each sub-dimension, and analyses were also conducted according to grade level or gender.

3. FINDINGS

This section presents a detailed account of students' perceptions, experiences, and progress regarding the ILLP implementation. The findings are based on the statistical analysis of responses to the "ILLP Student Evaluation Questionnaire." Each sub-dimension is evaluated in terms of mean score, standard deviation, and percentage distribution. Suggestions for relevant figures and tables are also indicated where appropriate.

Table 2

Mean scores and standard deviations by ILLP sub-dimensions

Sub-dimension	Mean Score (1–5)	Standard Deviation
Language Skill Development	4.2	0.6
Motivation and Engagement	4.0	0.5
Individual Learning and Self-Regulation	3.8	0.7
Technology Use and Digital Attitude	4.3	0.4

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Table 2 presents the mean scores and standard deviations for each sub-dimension of the Individual Language Learning Program (ILLP), evaluated on a 5-point Likert scale. The sub-dimension "Technology Use and Digital Attitude" received the highest mean score (M = 4.3, SD = 0.4), indicating a strong positive perception among students toward integrating technology into the learning process. The relatively low standard deviation suggests a high level of agreement among participants. "Language Skill Development" also showed a high mean score (M = 4.2, SD = 0.6), reflecting that the program was effective in enhancing students' core language competencies such as reading, writing, listening, and speaking. The "Motivation and Engagement" dimension had a mean score of 4.0 (SD = 0.5), pointing to a generally positive but slightly less intense impact on learners' emotional and behavioral involvement in the learning process.

Lastly, "Individual Learning and Self-Regulation" had the lowest mean score among the four sub-dimensions (M = 3.8, SD = 0.7). While still above the midpoint, this result suggests that although learners benefited from self-paced and personalized learning, they may have faced more challenges in maintaining independent study habits and self-monitoring skills. The higher standard deviation here also implies more variability in students' experiences regarding this aspect. In summary, the data suggest that the ILLP was particularly effective in promoting technology integration and language development, while providing moderate support for learner autonomy and engagement.

3.1. Language Skills Development

In this sub-dimension, which measures students' improvement in listening, speaking, reading, and writing skills in English, the mean score was 4.2, with a standard deviation of 0.6. This result indicates that most students experienced significant improvement in their language skills thanks to the ILLP program.

3.1.1. Speaking, Writing, Reading, and Listening

The average score for speaking skills was 4.1, writing 4.3, reading 4.2, and listening 4.1. These values demonstrate that the program had a positive impact on all four core language skills.

3.2. Motivation and Engagement

In the sub-dimension of motivation and engagement in learning, the mean score was 4.0, with a standard deviation of 0.5. Eighty-five percent (85%) of students stated that the program increased their interest in learning English. Moreover, the flexibility of completing online tasks at students' preferred times positively supported their motivation to participate.

3.3. Individual Learning Experience and Self-Regulation

This sub-dimension yielded a mean score of 3.8 and a standard deviation of 0.7. Sixty percent (60%) of the students indicated that they were able to set their own learning pace, while 65% reported being able to identify their weak skill areas. These findings suggest that students were developing individual learning habits.

3.4. Technology Use and Digital Attitudes

Attitudes toward technology formed the sub-dimension with the highest mean score in the questionnaire: 4.3, with a standard deviation of 0.4. Eighty-eight percent (88%) of students stated that the digital platforms used in the program contributed to their learning process. Tools such as Quizlet, BBC Learning English, Elsa Speak, and Voscreen were reported to be used frequently.

3.5. Overall Evaluation

In the general evaluation section of the questionnaire, 92% of the students reported satisfaction

with the program and stated they would recommend it to others. Most participants described the program as "innovative," "empowering," and "individualized." In conclusion, the implementation of the ILLP contributed to students' development both academically and effectively. It positively influenced their individual learning experience, use of technology, and progress in language skills.

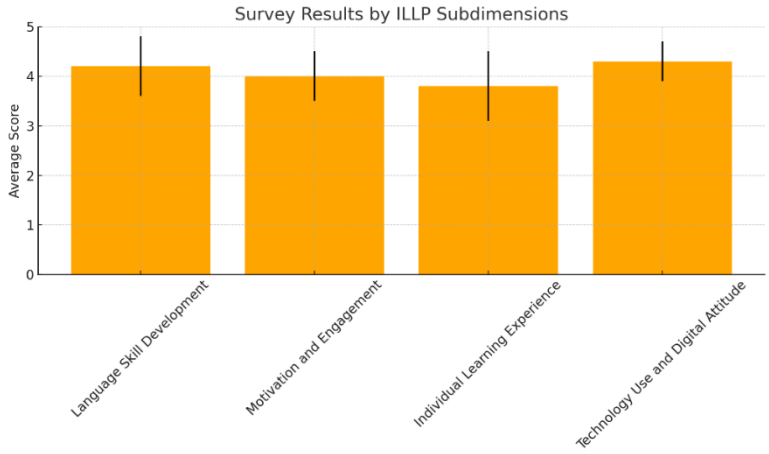

Figure 1. Mean scores by ILLP sub-dimensions

Figure 1 displays the average scores for four subdimensions of the Individual Language Learning Program (ILLP), as reported by student participants. The scores are based on a 5-point Likert scale, where higher values indicate stronger agreement or more positive experiences. The subdimension "Technology Use and Digital Attitude" received the highest average score, slightly above 4.2. This suggests that students found the integration of technology in the ILLP highly effective and positively perceived its role in enhancing the learning process. The relatively small standard deviation also indicates a consistent level of satisfaction across participants. "Language Skill Development" was rated almost equally high, with an average score above 4.1. This result confirms that the ILLP contributed significantly to the improvement of students' core language abilities (e.g., reading, writing, listening, and speaking). "Motivation and Engagement" had an average score around 4.0, indicating that the program successfully maintained student interest and emotional involvement, although to a slightly lesser extent than the first two dimensions. The lowest score was observed in the "Individual Learning Experience" subdimension, with an average of approximately 3.8. While this score still indicates a generally favorable view, it may reflect some challenges students faced in managing their own learning, self-regulation, or adapting to the individualized structure of the program. The higher standard deviation in this category suggests greater variability in student experiences.

In summary, the ILLP appears to be particularly effective in areas related to technology use and language development, while offering moderate but promising outcomes in learner autonomy and engagement. These findings support the use of AI-supported and technology-integrated approaches in enhancing language learning experiences at the secondary level.

4. CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this section, the findings are interpreted in relation to the existing literature. The development of students' four core language skills through the ILLP was particularly significant in the area of writing. This result aligns with the findings of Oxford (2003) and Benson (2011), who emphasized that the use of individual learning strategies has a positive impact on learning

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outcomes. Similarly, Little (2007) and Hattie (2012) revealed that productive skills improve more effectively in structured individualized learning environments. In terms of motivation and engagement, the flexibility of digital environments within the ILLP facilitated students' active participation. Kukulska-Hulme (2020) highlights that the flexible structure of online tasks positively influences the learning process. In this regard, ILLP appears to contribute meaningfully to sustaining learners' motivation over time.

The development of self-regulation skills supports the theoretical frameworks proposed by Zimmerman (2002) and Knowles (1980). The ability of students to regulate their own pace of learning enhances their metacognitive awareness. The highly positive attitudes toward technology use are consistent with technology-based language learning models described by Godwin-Jones (2018) and Grgurović (2017). These tools not only facilitated language acquisition but also contributed to students' digital literacy development. Overall, the ILLP fills a notable gap in the context of Türkiye. Unlike traditional blended learning or CALL-based applications, the ILLP's task-based structure and emphasis on individualized progress make it distinctive. The findings of this study suggest a clear need for broader and more long-term implementation of similar programs in various educational settings.

This study aimed to evaluate the impact of the Individual Language Learning Program (ILLP), implemented at the high school level, on students' language competencies and learning attitudes. The program, conducted over a period of 10 weeks and totaling 80 instructional hours, supported students in their transition from A2 to B1 language proficiency levels. At the end of the program, significant improvements were observed in the four basic language skills, as well as in learning motivation, self-regulation capacity, and use of digital tools. According to the findings, the vast majority of students evaluated the ILLP positively. They particularly expressed satisfaction with the opportunity for individual progression, flexible time planning, access to technology-supported resources, and active roles in the learning process. In addition to academic skills, the program also contributed to learners' self-awareness, strategic learning behaviors, and digital literacy.

The core factors underpinning the success of the ILLP include:

- Students' ability to progress at their own pace
- Their focus on skill areas where they feel less confident
- Ongoing feedback mechanisms that allow learners to monitor their development Moreover, the digital platforms used in the program increased student motivation and made learning more interactive and enjoyable. The holistic structure of the ILLP supported not only language development but also a shift in learners' attitudes toward learning itself.

Based on these comprehensive findings, the following recommendations are proposed:

1. **Integration into Educational Policy**

The Ministry of National Education should support the expansion of technology-enhanced, personalized learning programs like the ILLP through pilot implementations within the official curriculum. Flexible, school-based structures should be encouraged.

2. **Teacher Training and Digital Mentorship**

Teachers should receive in-service training in digital content development, individualized learning facilitation, and data-driven assessment. The sustainability of the ILLP depends on mentoring systems that ease teachers' instructional roles.

3. **Diversification of Assessment Tools**

In addition to questionnaires, tools such as e-portfolios, digital journals, and task-based performance assessments should be employed to better capture student progress.

4. Content Differentiation and Level Adaptation

The ILLP should be adapted not only for A2–B1 transitions but also for other levels (e.g., B1–B2). The content should also be simplified and made accessible for students with special educational needs.

5. Systematic Use of Student Feedback

Student feedback collected at the end of the program should be analyzed using AI-based tools to guide ongoing improvements to the content and structure of the ILLP.

6. International Collaboration

ILLP outputs should be aligned with the Common European Framework of Reference for Languages (CEFR) and integrated into international platforms such as Erasmus+, eTwinning, and Scientix, enabling student projects to gain international visibility.

7. Social and Cultural Integration

Language learning should also develop in social contexts. The ILLP can be enriched through museum visits, English drama workshops, virtual cultural exchanges, and community service-learning projects.

8. Program Sustainability

School administrations should strengthen digital infrastructure, allocate budgets for sustainability, and provide consistent support to implementing teachers to ensure the long-term success of programs like the ILLP.

In conclusion, the ILLP offers high potential not only in terms of language instruction, but also in fostering 21st-century skills, enabling learners to take ownership of their learning process, and encouraging positive attitudes toward education. Its nationwide expansion and further academic exploration will help solidify personalized learning as a lasting and effective educational approach.

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