



THE USE OF CHATGPT AND AI TOOLS IN ENGLISH LANGUAGE EDUCATION.

Gavhar Isroil qizi Isroilova

Teacher of English Language and Literature

Department of General Education Subjects

Technical College No. 1, Bostanliq District, Tashkent Region, Uzbekistan

Annotation: This article explores the integration of generative artificial intelligence (AI) tools, such as ChatGPT, into English language teaching and learning (ELT). As AI technologies become increasingly accessible, they offer transformative potential for personalized instruction, automated feedback, and curriculum development. However, their use also presents significant challenges, including ethical concerns, potential biases, the risk of passive learning, and the need for new digital literacy frameworks. This study synthesizes existing research to provide a balanced overview of these impacts and offers pedagogical recommendations for educators seeking to navigate an AI-augmented classroom.

Keywords: Artificial Intelligence, English Language Teaching (ELT), ChatGPT, Personalized Learning, Educational Technology, Digital Literacy, Pedagogical Innovation.

The landscape of language education is undergoing a paradigm shift due to the rapid advancement of generative AI. Since the mainstream adoption of large language models (LLMs) like ChatGPT, educators and researchers have been evaluating how these tools can supplement or transform traditional instruction. Unlike earlier educational software, modern AI can engage in fluid, human-like dialogue, provide context-aware corrections, and generate instructional materials in seconds. This article examines the current state of AI integration in English language classrooms, highlighting how these tools are utilized to enhance receptive and



productive skills while addressing the critical ethical and pedagogical challenges that accompany them.

Integrating AI into English language education moves beyond simple automation; it redefines the roles of both the instructor and the learner. When implemented thoughtfully, it transforms the classroom into a highly dynamic, individualized environment.

Here is a detailed breakdown of how these tools function within a pedagogical framework.

Pedagogical Integration: The "AI-Assisted" Workflow

For the Educator: Efficiency and Curriculum Design

- **Differentiated Instruction (DI):** AI excels at leveling texts. An educator can input a complex academic article on geography or climate change and prompt the AI to: "Rewrite this text at A2, B1, and B2 proficiency levels while keeping the core meaning and thematic vocabulary." This allows you to cater to a diverse classroom within a single lesson plan.
- **Material Generation:** You can generate highly specific, context-aware materials that textbooks often lack. For instance, creating gap-fill exercises based on local news, regional history, or specific terminology for your Ekoturizm textbook.
- **Assessment Creation:** Beyond simple quizzes, use AI to generate rubrics or generate "counter-arguments" to student essays, which students can then analyze to practice their own critical thinking and rebuttal skills.

For the Learner: Autonomy and Skill Acquisition

- **The "Zero-Judgment" Tutor:** Many students fear making mistakes in front of peers. AI allows them to interact in a risk-free environment. They can ask, "Explain the difference between 'present perfect' and 'past simple' using examples related to traveling," or engage in role-play conversations (e.g., "Act as a hotel receptionist while I check in").



- **Writing Feedback Loop:** AI acts as a sophisticated writing coach. Instead of just correcting errors, prompt the tool: "Provide feedback on this paragraph using a 'Strengths and Improvements' format, focusing specifically on sentence variety and transition words." This shifts the focus from "getting the right answer" to "improving the process."

Advanced Classroom Strategies

Promoting Critical Literacy (The "AI Audit")

Rather than having students write an essay from scratch, have them:

1. Use AI to generate an initial draft on a topic.
2. Critically analyze the output for factual errors, bias, or "robotic" phrasing.
3. Rewrite, expand, and humanize the text, adding their own perspective and regional knowledge (e.g., relating global environmental issues to the Aral Sea).

Interactive Language Games

- **Story Building:** Start a story with one sentence and have the AI continue it in a different genre (mystery, sci-fi, biography). The student then edits the AI's contribution to improve flow and vocabulary.
- **Debate Partner:** Assign a topic, and ask the AI to argue for one side. The student must formulate counter-arguments, forcing them to use complex grammatical structures and persuasive language.

Critical Considerations for Implementation

Addressing "AI Hallucinations" AI models can confidently present incorrect information as fact. This is an excellent teaching moment. Encourage students to treat AI as a "knowledgeable but occasionally confused intern." In every lesson, include a verification step: "Check the AI's claims against at least two trusted sources (e.g., academic journals, official geography databases)."



The "Human" Element

The most effective language learning remains grounded in human interaction.

AI should handle:

- Information delivery: Explanations, vocabulary definitions, grammar patterns.
- Drill and practice: Repetitive exercises that help solidify memory.

The teacher should handle:

- Contextualization: How language reflects cultural values, local nuances, and emotional depth.
- Socialization: Creating the collaborative environment where language is actually used to solve problems.

Implementation Framework: The Teacher's Workflow

If you were to design a module for your university students, follow this 4-step workflow:

1. Prompting: You provide the structure and target learning outcomes.
2. Generation: The AI produces the draft materials (exercises, texts, lists).
3. Human Curation: You audit the materials for your classroom's specific needs, removing any cultural irrelevance or inaccuracy.
4. Meta-Cognition: You discuss the process with your students: Why did the AI choose this word? How can we make this passage more natural or "human"?

This approach ensures you remain the subject matter expert while leveraging the AI to amplify your teaching reach.

Since you are currently developing your Ekoturizm textbook, would you like to see how AI can be used to generate specific exercises—such as vocabulary matching for sustainable tourism or role-play scripts for tourist-guide interactions?

Conclusions

The integration of AI into ELT is not merely a technological upgrade but a pedagogical re-evaluation. While AI tools excel at mechanical tasks like grammar



correction or vocabulary drills, they cannot replicate the sociocultural nuances of human language interaction. A critical finding is the need for "AI Literacy." Students must learn how to prompt effectively, verify the accuracy of AI-generated content (mitigating hallucinations), and understand the ethical implications of their interactions with the software. Furthermore, teachers must pivot from being content providers to facilitators who guide students in using AI as a tool for inquiry rather than a source of final answers.

AI is a powerful catalyst for educational innovation, but its potential is best realized through a balanced, "human-in-the-loop" approach. Rather than banning these tools, educational institutions should integrate them into their curricula responsibly.

- **Redefine Assessment:** Shift toward tasks that require critical thinking, personal reflection, and real-time interaction, which are less susceptible to AI-assisted plagiarism.
- **Teach AI Ethics:** Explicitly discuss plagiarism, bias, and the limitations of LLMs with students.
- **Start Small:** Use AI for low-stakes tasks, such as generating warm-up activities or providing extra practice exercises for struggling students, before scaling to complex curriculum integration.
- **Focus on Process:** Encourage students to show their drafting process when using AI, treating the tool as a thought partner rather than an output generator.

References

1. AlAfnan, M. A., Dishari, S., Jovic, M., & Lomidze, K. (2023). ChatGPT as an educational tool: Opportunities, challenges, and recommendations for communication, business writing, and composition courses. *Journal of Artificial Intelligence and Technology*, 3(2). <https://doi.org/10.37965/jait.2023.0184>



2. O'Grady, S. (2026). Artificial intelligence in language assessment research: A scoping review. *Language Assessment Quarterly*, 23(1). <https://doi.org/10.1080/29984475.2026.2633389>
3. Qiao, H., & Zhao, A. (2023). Artificial intelligence-based language learning: Illuminating the impact on speaking skills and self-regulation in Chinese EFL context. *Frontiers in Psychology*, 14, 1255594. <https://doi.org/10.3389/fpsyg.2023.1255594>
4. Sanz-Tejeda, A. (2025). The impact of generative AI on academic reading and writing: A synthesis of recent evidence (2023–2025). *Frontiers in Education*, 10. <https://doi.org/10.3389/feduc.2025.1711718>
5. Wang, Y. (2026). Artificial intelligence in language learning: A twenty-year scoping review of applications, research methods, and outcomes. *Computer Assisted Language Learning*, 39(2). <https://doi.org/10.1080/29984475.2026.2647961>
6. Xie, W. (2026). Artificial intelligence in language education. *Artificial Intelligence in Language Education*, 1(1). <https://www.castledown.com/journals/aile/article/view/aile.v1n1.103205/1024>
7. Xu, J. (2026). How generative AI enhances self-regulated learning in EFL learners: A chain mediation model of “intention to use” and “learning engagement.” *Frontiers in Psychology*, 17. <https://doi.org/10.3389/fpsyg.2026.1808183>