

## USING ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING: EFFECTIVE PROMPTS AND PRACTICAL STRATEGIES FOR TEACHERS

Iskenderova Kamola Azamatovna

Teacher, Uzbekistan State World Languages University, Tashkent, Uzbekistan

[iskenderovakamola@gmail.com](mailto:iskenderovakamola@gmail.com)

<https://doi.org/10.5281/zenodo.20389948>

### Abstract

Artificial Intelligence (AI) has become an essential tool in modern education, particularly in English language teaching. AI-powered platforms such as ChatGPT, Grammarly, Duolingo, and other educational technologies provide teachers with innovative opportunities to improve classroom instruction and student engagement. This article examines the practical use of AI in English as a Foreign Language (EFL) classrooms, focusing on effective prompts and instructional strategies for teachers. The study discusses how AI can support lesson planning, vocabulary development, grammar practice, speaking activities, and writing instruction. In addition, the article explains the principles of effective prompt writing, including task description, role assignment, proficiency level, context, and expected output. The paper also highlights important guidelines for the responsible use of AI in education, including maintaining academic integrity, encouraging critical thinking, and balancing technology with human interaction. The article concludes that AI should serve as a supportive pedagogical tool rather than a replacement for teachers.

**Keywords:** *artificial intelligence, English language teaching, EFL, AI prompts, prompt engineering, educational technology, digital learning*

### Introduction

The rapid development of digital technologies has transformed educational practices worldwide. One of the most significant innovations in recent years is Artificial Intelligence (AI), which has introduced new possibilities for language teaching and learning. AI refers to computer systems capable of performing tasks that usually require human intelligence, such as language processing, content generation, and problem-solving (Russell & Norvig, 2021). In English language education, AI tools are increasingly used to support teachers in creating educational materials, planning lessons, and improving students' language skills.

The integration of AI into English language teaching offers several advantages. AI-powered applications provide immediate feedback, personalized learning experiences, and interactive educational content that can increase student motivation and engagement (Holmes et al., 2019). Teachers can use AI to prepare lesson plans, generate discussion questions, create grammar exercises, and design speaking activities more efficiently. As a result, AI technologies reduce teachers' workload and support more student-centered learning environments.

One of the most important aspects of using AI effectively is prompt engineering. A prompt is an instruction or request given to an AI system to generate a desired response. The quality of AI-generated content largely depends on the clarity and structure of the prompt. Therefore, teachers should understand how to create effective prompts that support meaningful and accurate language learning activities.

### Effective Prompt Writing for English Teachers

When using AI tools in English teaching, teachers should pay attention to several important elements while writing prompts. Clear and detailed prompts help AI generate more accurate, relevant, and useful responses.

### **1. Defining the Task**

The first important element is the task itself. Teachers should clearly explain what they want the AI system to do. Vague prompts often produce unclear or irrelevant results. For example, instead of writing:

*“Make exercises about grammar.”*

teachers should write:

*“Create five multiple-choice exercises on the present perfect tense for intermediate EFL students.”*

A clearly defined task improves the quality of generated materials and saves teachers’ time.

### **2. Assigning a Role to AI**

Another useful strategy is role assignment. Teachers can instruct AI to act as a teacher, examiner, conversation partner, or curriculum designer. Role-based prompts make AI responses more specific and pedagogically appropriate. For example:

*“Act as an IELTS speaking examiner and ask Part 2 questions about travel.”*

or

*“Act as an English teacher teaching elementary-level students and explain the difference between ‘since’ and ‘for.’”*

Assigning roles helps AI adapt its language, tone, and content according to classroom needs.

### **3. Mentioning Students’ Proficiency Level**

Teachers should also specify students’ language proficiency level, such as beginner, elementary, intermediate, or advanced. This allows AI to generate materials appropriate for learners’ abilities. For example:

*“Write a short reading passage about healthy food for A2-level students.”*

Without specifying the level, AI may produce texts that are too difficult or too simple for learners.

### **4. Providing Context and Objectives**

Context is another essential component of effective prompts. Teachers should explain the lesson topic, learning objectives, and classroom situation. For example:

*“Create a pair-work speaking activity for teenage learners on the topic of social media to improve fluency and opinion-sharing skills.”*

This helps AI generate activities that align with communicative language teaching principles.

### **5. Explaining the Expected Output**

Teachers should clearly mention the format and type of response they expect. For example, they may request a dialogue, quiz, essay, lesson plan, or vocabulary list. Example:

*“Generate a 45-minute lesson plan with warm-up, reading activity, discussion questions, and homework tasks.”*

Specific instructions improve the organization and usability of AI-generated materials.

### **Practical Applications of AI in English Teaching**

AI can support different areas of English language teaching. One practical use is lesson planning. Teachers can generate activities, quizzes, and classroom discussions quickly and efficiently. Example prompt:

*“Create a communicative lesson plan about environmental protection for B1 students.”*

AI is also useful for grammar and vocabulary instruction. Teachers may ask AI to generate exercises, explanations, or contextualized examples. Example:

*“Generate ten example sentences using conditional sentences type 1.”*

Another important application is speaking practice. AI chatbots can simulate real-life communication and encourage students to practice speaking without anxiety (Chapelle, 2003). Example prompt:

“Act as a hotel receptionist and have a conversation with a student making a reservation.”

AI can also support writing instruction by generating essay topics, model texts, and feedback. Example:

“Write a model opinion essay about online education for upper-intermediate students.”

### **Responsible Use of AI in Education**

Although AI offers many advantages, teachers should use it responsibly. First, educators should always evaluate AI-generated content before using it in the classroom because AI systems may occasionally produce inaccurate information. Second, teachers should encourage students to use AI ethically and avoid academic dishonesty. AI should support learning rather than replace students’ independent thinking and creativity.

Moreover, teachers should remember that AI cannot replace human interaction, emotional support, and classroom communication, which remain essential for successful language acquisition (Brown, 2007). Therefore, AI should function as a supportive educational tool rather than a substitute for teachers.

### **Conclusion**

In conclusion, Artificial Intelligence has become a valuable resource in English language teaching and learning. AI technologies provide practical support for lesson planning, grammar instruction, vocabulary development, speaking activities, and writing practice. Effective prompts allow teachers to generate personalized and engaging educational materials that improve students’ learning experiences.

However, successful integration of AI requires teachers to understand the principles of prompt engineering, including defining tasks, assigning roles, specifying proficiency levels, providing context, and explaining expected outcomes. Teachers must also use AI responsibly by evaluating generated content and maintaining academic integrity.

When combined with pedagogical expertise and human interaction, AI can significantly enhance English language teaching and contribute to more effective and interactive EFL classrooms.

### **Adabiyotlar, References, Литературы:**

1. Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
  2. Chapelle, C. A. (2003). *English language learning and technology*. John Benjamins Publishing.
  3. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
  4. Luckin, R. (2018). *Machine learning and human intelligence: The future of education for the 21st century*. UCL Institute of Education Press.
  5. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
  6. Russell, S., & Norvig, P. (2021). *Artificial intelligence: A modern approach* (4th ed.). Pearson.
  7. Tomlinson, B. (2011). *Materials development in language teaching* (2nd ed.). Cambridge University Press.
- Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31(2), 57–71. <https://doi.org/10.1017/S0261444800012970>