

MODERN METHODS IN TEACHING ENGLISH THROUGH AI

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ANNOTATSIYA: This article explores how artificial intelligence (AI) can be used to improve English language teaching. It focuses on how AI tools can help students develop their speaking and writing skills. The study analyzes the practical benefits and limitations of popular applications such as ChatGPT, Grammarly, and QuillBot in the classroom. Findings show that AI gives learners valuable opportunities for personalized practice, quick feedback, and independent study. In particular, tools like ChatGPT show strong potential for supporting conversational language practice, while applications like Grammarly and QuillBot assist in grammar correction and paraphrasing. However, using AI in education also brings challenges, such as risks to academic honesty, over-reliance on technology, and occasional content errors. The article concludes that AI should support—not replace—the teacher's essential role, and it provides practical recommendations for using AI safely and effectively in language lessons.

Kalit so'zlar: artificial intelligence, English language teaching, ChatGPT, Grammarly, QuillBot, digital technologies, speaking skills, writing skills, personalized learning, language education, teaching methodology, academic integrity

Introduction. The rapid advancement of digital technologies has fundamentally transformed the landscape of foreign language education. Among these emerging innovations, artificial intelligence has emerged as a particularly transformative force in English Language Teaching (ELT). AI-driven tools offer learners personalized opportunities to practice target language skills, receive immediate diagnostic feedback, and engage in adaptive, self-directed study tailored to individual learning needs [1].

In recent years, the implementation of AI in English language instruction has progressed from basic digital drills to sophisticated, interactive platforms capable of supporting complex language domains, including speaking, writing, critical reading, and listening comprehension. Empirical research indicates that modern AI applications, such as large language models (e.g., ChatGPT), automated writing evaluation tools (e.g., Grammarly), and adaptive learning platforms can effectively complement traditional classroom instruction and foster more flexible, student-centered learning environments [2]. However, the integration of AI into language pedagogy also presents critical challenges that require careful methodological consideration. Key concerns regarding academic integrity, potential over-reliance on automated tools, and the algorithmic reliability of AI-generated content must be systematically addressed. Consequently, AI technologies should be conceptualized not as substitutes for human educators, but as instructional

aids designed to enhance pedagogical efficacy and enrich the learning experience.

This paper examines modern methods and pedagogical opportunities for integrating artificial intelligence into English language teaching. Specifically, it analyzes the functional role of AI in developing core language competencies and explores practical strategies for incorporating these technologies into effective classroom instruction.

AI in english language teaching. Artificial intelligence has introduced new possibilities for making English language learning more interactive and individualized. Unlike traditional digital resources, AI-based tools can respond to learners' input and provide immediate feedback, allowing students to practice language skills more independently. In English language teaching, such tools can support pronunciation, vocabulary development, grammar practice, writing, speaking, and reading. One of the important advantages of AI is its ability to provide personalized learning opportunities. Learners have different levels, needs, and learning speeds, while AI tools can generate exercises and responses according to individual requirements. This can help students receive additional practice outside regular classroom hours and become more actively involved in their own learning process.

AI can also support teachers by reducing the time required for certain routine tasks, such as generating exercises, providing language feedback, and preparing

learning materials. However, AI should function as a complementary pedagogical resource rather than replace the teacher. Effective English language teaching still requires human interaction, pedagogical decision-making, and appropriate guidance from the teacher. Thus, the methodological value of AI lies not simply in using new technology, but in integrating it purposefully into existing teaching strategies. When selected according to learners' needs and lesson objectives, AI tools can create additional opportunities for meaningful English language practice.

AI-based tools and their methodological applications. AI-based tools provide new opportunities for organizing English language learning activities both inside and outside the classroom. Their ability to respond to learners' input makes them useful for additional language practice, particularly when students need more opportunities to use English independently. ChatGPT, for example, can function as a conversational partner through questions, discussions, role-play activities, and guided dialogues. Such activities can create additional opportunities for learners to practise speaking in a flexible learning environment. AI tools can also support teachers in preparing exercises and adapting activities to different learning needs [3]. The methodological value of these technologies depends on their purposeful integration into the lesson. Rather than replacing traditional teaching methods, AI tools can complement classroom activities by providing additional practice and opportunities for learner interaction. Therefore, teachers should select AI-based activities according to the objectives of the lesson and the specific needs of their learners.

Pedagogical opportunities of artificial intelligence in English language teaching. Artificial intelligence offers several pedagogical opportunities for improving the English language learning process. AI-based technologies can make learning more flexible by providing students with additional opportunities to practise English, receive feedback, and work according to their individual needs. They can also help teachers create more varied learning activities and provide additional support outside regular classroom hours.

An important opportunity is personalized learning. AI tools can adapt activities and responses to learners' needs, allowing students to practise areas in which they experience difficulties. This can be particularly useful in language learning, where students often have different levels of vocabulary, grammar, pronunciation, and communicative competence. AI can also contribute to a more learner-centred educational environment. Instead of depending entirely on teacher-led activities, students can use AI tools to practice independently, explore language resources, and receive immediate responses. However, UNESCO emphasizes that the use of AI in education should follow a human-centred approach based on inclusion, equity, and responsible use of technology [4]. Therefore, AI should complement teachers' work

rather than replace human interaction and pedagogical guidance.

Another important opportunity is the support AI can provide to teachers. Teachers can use AI to generate ideas for classroom activities, prepare practice materials, create questions, and adapt tasks to different proficiency levels. This can save preparation time and allow teachers to focus more on interaction, monitoring, and individual support. These pedagogical opportunities provide a foundation for applying AI to specific English language skills. The following section therefore focuses on practical AI-based methods for developing speaking, writing, reading, and listening skills.

AI-based methods for developing English language skills. Artificial intelligence can be integrated into English language teaching through different methods depending on the specific language skill being developed. Rather than using AI only as a source of information, teachers can design structured activities in which learners actively communicate and write with the support of AI tools. This makes AI more closely connected to the objectives of language teaching.

Speaking skills. Speaking requires regular practice, interaction, and immediate feedback. However, students may not always have sufficient opportunities to communicate in English during a traditional lesson. AI-based conversational tools can provide an additional environment in which learners can practice speaking more frequently. One effective method is AI-supported conversational practice. Students can communicate with ChatGPT by using prompts that create realistic situations, such as introducing themselves, ordering food, discussing their studies, asking for directions, or participating in a job interview. The teacher can first provide the topic and useful vocabulary, while students then conduct the conversation with the AI. After the activity, students can review their responses and identify grammatical or vocabulary problems.

Another useful method is role-play with AI. The AI can take the role of a customer, teacher, interviewer, tourist, or conversation partner, while the student responds according to the situation. This method allows learners to practise spontaneous communication without the pressure of speaking in front of the whole class. A quasi-experimental study of 42 EFL undergraduate students found that students who used ChatGPT as a conversational partner demonstrated a statistically significant improvement in speaking skills [5]. Therefore, AI-supported speaking activities can supplement classroom communication by increasing opportunities for practice, encouraging students to communicate more independently, and providing an accessible conversational partner.

Writing skills. Writing requires learners to control grammar, vocabulary, sentence structure, coherence, and organization. AI tools can support this process by helping students identify weaknesses and revise their

texts. One effective method is AI-assisted writing and revision using tools such as ChatGPT, Grammarly, and QuillBot. Students can first write a paragraph or essay independently. They can then use Grammarly to detect grammatical mistakes and punctuation errors, QuillBot for paraphrasing and improving unclear expressions, and ChatGPT to receive feedback on organization and logical flow. Importantly, students should not simply copy the corrected version. Instead, they should examine the feedback, decide whether it is appropriate, and revise their own text.

Another method is AI-supported idea generation. Before writing an essay, students can ask an AI tool to suggest possible arguments, questions, or perspectives related to a topic. They can then evaluate these suggestions and develop their own ideas. This approach can help students overcome difficulties at the planning stage while maintaining their role as the actual authors of the text. Research involving 371 undergraduate English students reported that ChatGPT was perceived as helpful for grammar, vocabulary, coherence, and the organization of academic writing [6]. However, the study also identified concerns about excessive dependence on AI and the authenticity of students' work. This demonstrates that AI should be used primarily as a support and feedback tool, rather than as a replacement for students' own writing.

Challenges of using artificial intelligence in English language teaching. Despite its educational benefits, the use of artificial intelligence in English language teaching also presents several challenges. One of the main concerns is students' overreliance on AI. If learners depend on AI to complete assignments, generate ideas, or correct every mistake, they may have fewer opportunities to develop independent thinking and problem-solving skills. Another challenge is the accuracy and reliability of AI-generated information. AI tools can sometimes provide incorrect, incomplete, or inappropriate answers. Therefore, students should be taught to evaluate AI-generated content critically rather than accept every response as accurate. Academic integrity is also an important issue. Students may use AI to generate complete essays or other assignments instead of producing their own work. This can make it difficult for teachers to assess students' actual language abilities. Research on AI use in English language teaching also points to both positive and negative effects, emphasizing the importance of using AI correctly and at an appropriate stage of the learning process [7]. Technical factors can create additional difficulties. Not all students have equal access to reliable internet connections, digital devices, or AI platforms. Differences in digital literacy may also affect how effectively learners can use these technologies. Therefore, successful AI integration requires clear guidance, critical thinking, digital literacy, and continuous teacher supervision. AI should be treated as a supportive educational tool, while

responsibility for learning remains with the student and teacher.

Conclusion. Artificial intelligence is becoming an important part of modern English language teaching and offers new opportunities for both teachers and learners. The use of AI-based technologies can make the learning process more flexible, interactive, and personalized. Tools such as conversational AI, writing assistants, and other digital platforms can provide learners with additional opportunities to practice English beyond the traditional classroom environment. The integration of AI can be particularly useful for developing the four major language skills. Learners can practice speaking through AI-supported conversations and role-plays, improve writing through feedback and revision activities, develop reading skills through adapted texts and comprehension tasks, and strengthen listening through personalized practice. These opportunities can help learners become more active and independent participants in the learning process.

However, the educational value of AI depends largely on how it is used. Excessive dependence on AI may reduce students' independent thinking and creativity, while inaccurate AI-generated information can negatively affect the learning process. Academic integrity is another important concern, especially when students use AI to produce complete assignments instead of developing their own language skills. For this reason, teachers have a central role in the effective integration of artificial intelligence. They should select appropriate tools, establish clear rules for their use, monitor students' activities, and encourage critical evaluation of AI-generated information. AI should therefore be considered a supportive pedagogical resource rather than a replacement for teachers.

In conclusion, artificial intelligence has considerable potential to improve English language teaching when it is integrated purposefully and responsibly. The combination of AI technologies, teacher expertise, and active student participation can create a more flexible and learner-centred educational environment. Future English language teaching should therefore focus not simply on using AI, but on using it in ways that strengthen communication, critical thinking, creativity, and meaningful language learning.

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