JOURNAL OF APPLIED SCIENCE AND SOCIAL SCIENCE
eISSN 2229-3113 pISSN 2229-3205

Volume 15 Issue 06, June 2025
Impact factor: 2019: 4.679 2020: 5.015 2021: 5.436, 2022: 5.242, 2023: 6.995, 2024 7.75

INCREASING STUDENT MOTIVATION WITH AI-GENERATED CUSTOM LEARNING CONTENT IN ENGLISH EDUCATION

Qodirqulova Maftunaxon Muhiddin kizi

Chirchiq Davlat Pedagogika Universiteti ingliz tili

ABSTRACT: This paper explores the impact of Artificial Intelligence (AI)-generated personalized content on student motivation in English language education. Motivation is a crucial factor in second language acquisition, yet many traditional learning environments struggle to maintain student interest over time. With the development of advanced AI systems, educators can now design customized materials that align with learners' interests, language levels, and learning goals. This study investigates the pedagogical potential of AI-generated content, drawing on classroom case studies, teacher observations, and learner feedback. Findings indicate that customized learning experiences enhance engagement, foster autonomy, and improve language acquisition outcomes. However, limitations such as ethical considerations, content accuracy, and over-reliance on AI tools are also discussed.

Keywords: Artificial Intelligence, Student Motivation, English Language Learning, Personalized Learning, AI-Generated Content, EFL, Language Education Technology

INTRODUCTION

Motivation plays a foundational role in language learning success. In English as a Foreign Language (EFL) contexts, where learners often study in environments removed from natural language exposure, maintaining long-term motivation can be challenging. Traditional curricula may not align with learners' personal interests, and standardized materials may fail to adapt to individual progress or challenges. As a result, learners may lose interest, become disengaged, or fail to reach their full potential.

The advent of Artificial Intelligence (AI) offers new avenues for reshaping language instruction. Specifically, AI can be employed to generate learning content tailored to individual students based on their proficiency levels, personal interests, and preferred learning styles. Whether through adaptive reading materials, vocabulary lists, grammar explanations, or interactive writing prompts, AI-generated content has the potential to create a more engaging, relevant, and learner-centered experience. This research aims to evaluate the effectiveness of AI-generated custom learning content in increasing student motivation in English education, particularly within EFL contexts.

METHODOLOGY

This study uses a mixed-methods approach, combining qualitative and quantitative data. The research was conducted over 12 weeks across three private language institutions in Uzbekistan,

JOURNAL OF APPLIED SCIENCE AND SOCIAL SCIENCE
eISSN 2229-3113 pISSN 2229-3205
Volume 15 Issue 06, June 2025
Impact factor: 2019: 4.679 2020: 5.015 2021: 5.436, 2022: 5.242, 2023: 6.995, 2024 7.75

involving a total of 120 intermediate-level EFL students aged 16 to 22. These learners were divided into two groups:

- **Experimental group (n=60):** Received AI-generated personalized content using an AI platform (e.g., ChatGPT or ScribeAI) that tailored vocabulary exercises, reading passages, and writing prompts to each student's interests (sports, music, science, etc.).
- **Control group (n=60):** Followed a traditional curriculum using standardized textbooks and exercises.

Data collection included pre- and post-study motivation surveys using a Likert scale, teacher observations, focus group interviews, and performance tracking in vocabulary acquisition and writing tasks. AI tools employed in the study used learner input to adjust content difficulty, thematic focus, and feedback language.

RESULTS

The findings demonstrated a significant increase in motivation levels in the experimental group compared to the control group. Based on the pre- and post-study surveys:

- **75% of students** in the AI-assisted group reported a higher level of engagement during lessons.
- **68% indicated** that personalized content made them feel more confident and capable in their English learning.
- The average vocabulary retention in the AI group increased by **35%**, compared to **19%** in the control group.
- Writing tasks showed **greater creativity** and topic relevance in the AI group, with improved use of targeted vocabulary.

Teacher observations further supported these results. Instructors noted that students receiving AI-generated content were more likely to participate in class discussions, complete homework on time, and request additional materials independently.

DISCUSSION

The motivational benefits of AI-generated content stem from several pedagogical mechanisms. First, **relevance** increases attention. When learners receive texts and tasks that match their personal interests—such as articles about their favorite athletes or music genres—they are more likely to engage cognitively and emotionally. Second, **customized difficulty levels** reduce frustration and prevent boredom, enabling learners to progress at a pace that matches their current abilities. Finally, **immediate feedback** provided by AI tools offers continuous encouragement and guidance, which supports learner autonomy and fosters a sense of competence.

JOURNAL OF APPLIED SCIENCE AND SOCIAL SCIENCE
eISSN 2229-3113 pISSN 2229-3205
Volume 15 Issue 06, June 2025
Impact factor: 2019: 4.679 2020: 5.015 2021: 5.436, 2022: 5.242, 2023: 6.995, 2024 7.75

However, several challenges emerged. In some cases, AI-generated content lacked cultural appropriateness or included complex vocabulary not suited to the learner's level. Teachers had to intervene and adjust content manually. There was also concern about students relying too heavily on AI and not developing self-editing or critical reading skills. Moreover, ethical concerns around data usage, AI transparency, and intellectual property remain unresolved and warrant further research. Despite these limitations, the potential for AI to personalize English instruction remains substantial. When paired with skilled educators, AI tools can act as scaffolding mechanisms, supporting differentiated instruction and fostering deeper eng agement with language learning materials.

CONCLUSION

The study concludes that AI-generated custom learning content significantly enhances student motivation in English education by providing tailored, relevant, and level-appropriate materials. These improvements in motivation correlate positively with gains in vocabulary retention, writing fluency, and learner autonomy. While challenges around accuracy, ethics, and teacher involvement must be addressed, the integration of AI into English instruction represents a powerful strategy for meeting diverse learner needs.

Educators and curriculum developers are encouraged to explore AI tools as a supplement to, not a replacement for, human-led instruction. Future developments should aim to improve AI content sensitivity to cultural and contextual nuances while maintaining adaptability and learner-centeredness. With thoughtful implementation, AI can transform language learning into a more motivating and pers onalized experience for students worldwide.

References

1. Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.
2. Azizov, O. M. (2018). *Til o'rganishda zamonaviy yondashuvlar* [Modern approaches in language learning]. Tashkent: O'zbekiston Milliy Universiteti. (Translated title)
3. Bahodirov, S. R. (2020). *Interfaol metodlar orqali tanqidiy fikrlashni rivojlantirish* [Developing critical thinking through interactive methods]. Tashkent: Fan. (Translated title)
4. Godwin-Jones, R. (2022). AI and language learning: Tools for engagement, feedback, and personalization. *Language Learning & Technology*, 26(2), 1–14.
5. Kukulska-Hulme, A. (2020). Mobile and intelligent technologies for language learning. *ReCALL*, 32(2), 162–178. https://doi.org/10.1017/S0958344020000011
6. Li, X., & Zhang, Y. (2021). Artificial intelligence in EFL classrooms: Enhancing critical thinking and autonomy. *Computer Assisted Language Learning*, 34(7), 761–779.
7. Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(4), 412–446.
8. Salomov, N. (2017). *Xorijiy tillarni o'qitishda interfaol yondashuvlar* [Interactive approaches in foreign language teaching]. Samarkand: SamDU.