

TEACHING AND LEARNING LANGUAGES BY USING ARTIFICIAL INTELLEGE

Rakhimova Guzal Bagriddinovna

an English teacher, PhD researcher

The Department of Functional Lexics of English Language

Uzbekistan State World Languages University,

Tashkent city, Uzbekistan

Abstract: In this research we discussed about Artificial intelligence (AI) is a set of technologies that enable computers to perform a variety of advanced functions, including the ability to see, understand and translate spoken and written language, analyze data, make recommendations, and more. Artificial intelligence (AI) is being heralded as a tool to support English language teaching and learning (ELT/L) that can provide new strategies and opportunities to overcome challenges and extend and enhance learning.

Introduction. English is the most widely spoken language in the world. As the global language of communication, English is one of the most used languages for jobs, markets, tourism, discourse, and international connectivity. It is also the language that is most widely studied. By some estimates, there are approximately 2 billion English language learners worldwide. While English is a highly desirable language to attain, there are a number of obstacles for learners to overcome such as insufficient input/exposure to the target language, limited opportunities for using English inside and outside the classroom, the need to communicate across language and cultural boundaries in English, a lack of skills to control their own learning, lack of access to quality teaching, and the fear of making mistakes and being misunderstood. Educators need to seek ways to help learners be successful.¹

Main Part. The review identified five key areas in which AI is being used in ELT/L: for the development of speaking, writing and reading skills, to support pedagogy, and for self-regulation (see Fig 1). Interestingly, among the language skills, listening did not emerge from the data as one where AI is being used. These five uses of AI in ELT/L are described in more detail below.

¹ Artificial intelligence and English language teaching: A systematic literature review, Dr Helen Crompton, Dr Adam Edmett, Neenaz Ichaporia

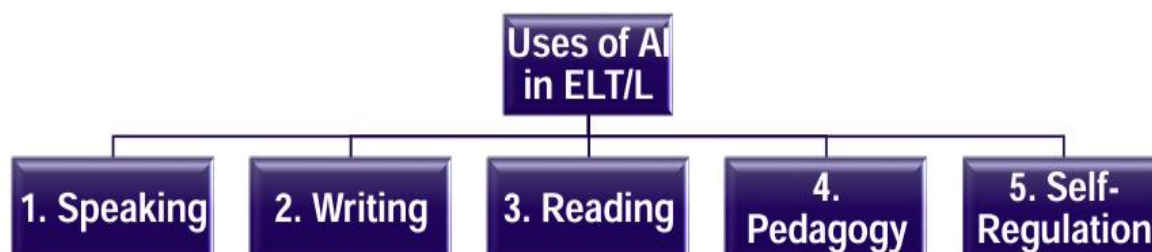


Figure 1: Five key areas where AI is being used in ELT/L

The use of AI in teaching or learning writing skills was another key area that emerged from our research. The studies in the writing category also revealed the use of AI around skills, pedagogies, and technologies. Two areas that emerged for AI use in writing were related to vocabulary learning and grammar. For example, a study by Lo (2023) found that access to neural machine translation programmes resulted in students' vocabulary improvement, especially when specialized or unambiguous expressions were involved. Another common use of AI in writing is the use of AI grammar checkers. For instance, a study by Dizon and Gayed (2021) specifically examined the impact of Grammarly when used in ELT/L in higher education, finding that students made fewer grammatical errors and wrote with more lexical variation than students without this AI-powered tool. Notably, only one pedagogical focus, to support giving feedback, emerged in the secondary codes for writing. Studies looking at pedagogy in writing were often connected to AI tools providing feedback via spelling and grammar checkers, along the lines of Dizon and Gayed's (2021) study with Grammarly. Nazari et al. (2021) also examined the use of Grammarly as a feedback tool for English language learners. They reported positive outcomes with an www.britishcouncil.org improvement in behavioral, emotional and cognitive engagement, as well as self-efficacy in writing. There is a lot of potential for further investigation in this area. Given that AI systems are increasingly good at handling procedural knowledge and systems within written text and languages, future research could more closely examine the pedagogical affordances of using AI in teaching writing in English. A variety of AI technology tools and supports were used in the writing category including, grammar checkers, writing assistants, translation tools, and pattern checkers. The use of translation tools is particularly interesting. A study by Chon et al. (2021) with South Korean college students explored the use of machine translation as a reference tool for L2 writing. Although one argument against using AI translation tools is that students could just use them to bypass language learning, this study found that using Google Translate may have helped less skilled learners to display a level of writing proficiency that was not significantly different from that of skilled learners. The study also found that using machine translation enabled learners to produce

essays with a greater number of lower frequencies, more complex words and higher quality syntax.²

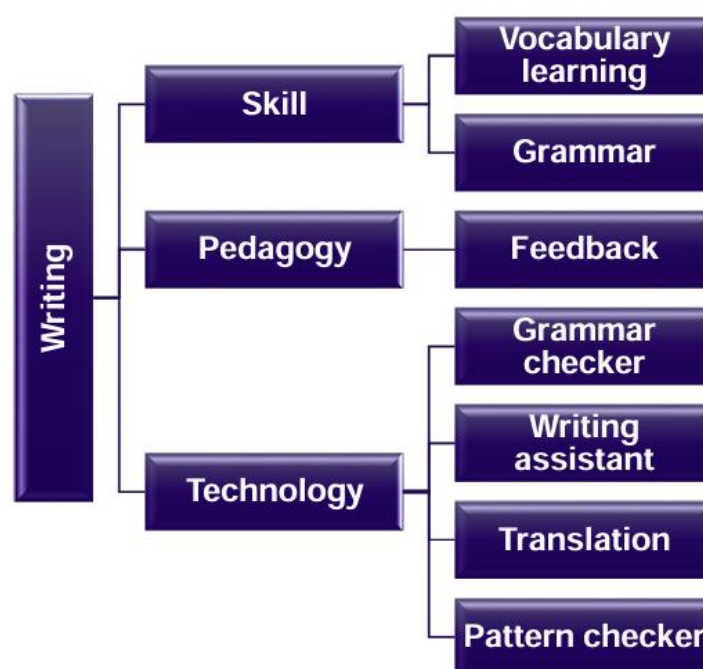


Figure 2: Secondary codes for writing

Using Chat GPT to improve students' writing skill. The most recent innovation that has generated a great deal of discussion is Chat GPT (Generative Pre-trained Transformer) from Open AI. This artificial intelligence chatbot shows how digital gadgets may carry out jobs that are normally performed by intelligent beings. November 2022 saw the release of its prototype. It is capable of working with numbers, formulas, text, and program code. Anything you ask of it, it produces. According to the chatbot's own description, it is one of the most potent AI models that can produce messages, create content, respond to inquiries, and carry out other NLP functions. Chat Open AI – Chat GPT, <https://chat.openai.com>, is used by the writers. There are almost countless ways to use Chat GPT, and the technology itself may streamline tasks and boost worker productivity in nearly all sectors and industries now in existence. The education sector is not an exception. The majority of researchers look into the benefits, drawbacks, and implications of using AI in classrooms and colleges while also examining instructors' attitudes toward the technology. The fact that different scholars came to different conclusions is noteworthy. For example, Gocen & Aydemir (2020) focused on the favorable views that instructors had of AI

² Artificial intelligence and English language teaching: A systematic literature review, Dr Helen Crompton, Dr Adam Edmett, Neenaz Ichaporia

during the investigations, whereas Haseski (2019) mostly highlighted the negative feelings that teachers had about AI in the classroom. According to Picciano's research (2019), university instructors worry that the adoption of AI at the postsecondary level will cause them to lose their traditional responsibilities in education. Several authors looked at some important AI words and ideas from the standpoint of education and found applications for AI in the future for things like adaptive learning. Manuscripts highlighting successful experiences with AI in teaching across the globe are also available (Kostikova et al., 2024). (Wibowo et al., 2023) state that Chat GPT is a tool for problem-solving of all kinds, helping office workers and students alike with challenging assignments. Additionally, Chat GPT can be used to respond to instructor assignments and inquiries while also offering a more individualized viewpoint and responses, making it a further information-gathering option to Google and Wikipedia. But it's crucial to keep in mind that Chat GPT's results should be examined because the language model still has flaws (Nurhuda et al., 2023). Open AI created the generative language model known as Chat GPT. With an enormous quantity of text and code as training data, this language model is quite huge. The Chat GPT model is utilized for a number of tasks, such as text generation, language translation, and providing useful answers to requests. The use of Chat GPT technology in education, namely in the teaching and learning of English. The study discovered that by simulating human-like interactions, Chat GPT has the potential to improve language learning experiences. The study also found useful instructional strategies and pedagogical approaches that may be used to optimize Chat GPT's educational advantages (Zulfikasari et al., 2024). Furthermore, a study focused on the use of Chat GPT technology in Libya and the obstacles faced by computer science instructors in higher education revealed that these difficulties range from technological limitations to cultural adaptations. Additionally, a study sought to create a Teaching-Learning support model for the use of AI based learning help systems in universities, integrating Chat GPT technology. Finally, a training course was held to improve teachers' abilities to create artificial intelligence-based learning materials, especially with Chat GPT (Kaswar et al., 2023). Based on the findings and discussion, Chat GPT can have a good impact on the field of education and learning because of its capacity to deliver results based on the keywords that the user enters. It's important to acknowledge, nevertheless, that not all of these resources have a positive influence on students' acquisition of various learning competencies, including creative writing abilities (Shidiq, 2023). Therefore, it is crucial that educators devise a plan that goes beyond the use of internet-based learning, which students could misuse for assignment completion. One tactic that may be used is the use of printed material as a medium as a kind of process management and assessment while gathering assignments linked to creative writing.³

Conclusion. The development of AI and technology makes it easier for students to investigate technological resources that enhance academic writing in English and help them become more proficient writers. Every technological instrument has a unique set of features that students can use to produce academic English writing.

³ USING ARTIFICIAL INTELLIGENCE (AI) TO IMPROVE EFL STUDENTS' WRITING SKILL, Rizky Vita Losi¹, Eka Putra², Nurbaiti Ali³, Adinda Silvana Dewi⁴ University of Pembangunan Panca Budi, Medan, Indonesia, IJEAL (International Journal of English and Applied Linguistics) Volume : 4 | Number 1 | April 2024 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v4i1.3694

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