

Artificial Intelligence and English Language Teaching: The Role of AI Tools Like Chatgpt, Grammarly, Lingq in Language Learning

Khodjiyeva Iroda

English teacher at the 1st State Specialized Secondary School, Namangan, Uzbekistan

Article information:

Manuscript received: 4 Jun 2025; **Accepted:** 10 Jul 2025; **Published:** 28 Aug 2025

Abstract: This article analyzes the role of artificial intelligence (AI) tools in the process of teaching English. In particular, the advantages and effectiveness of AI-based platforms such as ChatGPT, Grammarly, and LingQ are examined. According to the results of the study, these tools allow students to develop independent learning skills, improve written and oral speech, and individualize the language learning process.

Keywords: artificial intelligence, English, ChatGPT, Grammarly, LingQ, digital learning, language learning.

1. Introduction

In recent years, artificial intelligence (AI) technologies have been rapidly developing in the education system. AI tools in English language teaching allow students to create a personalized learning environment, provide instant feedback, and increase efficiency. ChatGPT provides interactive chat capabilities, Grammarly makes it easy to identify and correct grammatical errors in written speech, and LingQ serves to expand vocabulary and develop reading skills. The use of these tools is also relevant in the education system of Uzbekistan, and their capabilities can take English learning to a new level.

Main body

1. Compatibility of artificial intelligence tools and didactic goals

AI tools are mapped to specific didactic objectives for English language skills:

- **Speaking:** Role-playing, interview and debate simulations via ChatGPT; automatic guidance on accent, intonation and rhetoric.
- **Writing:** Using Grammarly to detect errors, improve style and coherence; "draft-feedback-revision" cycles.
- **Reading:** Extensive reading and graded materials on LingQ; contextual vocabulary cards, active vocabulary building.
- **Vocabulary/Grammar:** Contextual suggestions in LingQ and Grammarly, prompt-based exercises in ChatGPT (sentence construction, sentence rephrasing, sentence expansion).

- **Metacognitive skills:** fact-checking, citing sources, self-assessment journals when using AI.

2. ChatGPT, Grammarly, LingQ: methodological integration

➤ **ChatGPT:**

- ✓ *Learning activities:* thematic conversations (B1–B2 CEFR), problem-solving, brainstorming before writing an email.
- ✓ *Assessment:* rubrics for communication fluency, appropriateness, and task fulfillment.
- ✓ *Risk reduction:* source verification, “verify & cite” protocol to reduce hallucination.

➤ **Grammarly:**

- ✓ *Learning activities:* reducing errors in essays, reports, emails, and reflective writing, and adjusting style (formal/neutral).
- ✓ *Assessment:* Midterm and final items according to IELTS-adapted rubric (TA, CC, LR, GRA); error/100 word indicator.

➤ **LingQ:**

- ✓ *Learning activities:* thematic texts, listening transcripts, individual planning on "word frequency".
- ✓ *Assessment:* reading speed (WPM), text comprehension test, active-passive vocabulary difference.

3. Instructional design: blended model

- **Audience (f2f):** communicative tasks, speaking activities, analysis of complex grammatical constructions under the guidance of a teacher.
- **Online (AI-extended):** reading/listening at an individual pace, writing revision cycle, dialogic exercise with ChatGPT.
- **LMS integration:** Assignments in Google Classroom/Moodle, learning analytics of the process using AI (activity, time, success).

4. Academic integrity and ethical principles

- It is made clear that the AI tool is an assistant, and that the authorship of the final work belongs to the reader.
- Guidelines for critical review of automatic recommendations, sourcing, and prevention of plagiarism.

Methods

1. Research design

- **Approach:** mixed-methods — quasi-experimental pretest–posttest design + qualitative data (interviews/open-ended questions).
- **Groups:**
 - *Experimental (AI integration):* ChatGPT + Grammarly + LingQ are used systematically.
 - *Supervision:* similar tasks, but without AI (traditional resources, teacher feedback).
- **Duration:** 8 weeks, 2 90-minute sessions per week + independent online work (≥90 minutes).

2. Participants

- **Students:** 80 (B1–B2 CEFR), 18–22 years old, philology/foreign languages major. Experimental $n=40$, control $n=40$.
- **Instructors:** 15 (≥ 5 years of experience), who underwent a 6-hour short training on AI tools.

3. Context and materials

- **Learning blocks:** Academic writing, professional communication, thematic extensive reading/listening.
- **Platforms:** ChatGPT (communication and scaffolding), Grammarly (revision), LingQ (reading/listening).
- **LMS:** Google Classroom — assignments, deadlines, grading journal, AI usage logs.

4. Measuring instruments and indicators

- **Pre/Post tests:**
 - ✓ *Writing:* IELTS-adapted rubric (TA, CC, LR, GRA; 0–9 points).
 - ✓ *Reading:* comprehension test + WPM.
 - ✓ *Vocabulary:* CEFR-compliant active vocabulary test (mind mapping + contextual application).
 - ✓ *Speaking:* paired task (according to CEFR descriptors).
- **Performance metrics:** spelling errors/100 words, Grammarly's Clarity/Correctness, LingQ reading time, ChatGPT session count.
- **Psychometrics:** self-efficacy (5-point Likert), learning motivation scale.
- **Reliability:** Two raters for Writing and Speaking; interrater consistency (Cohen's $\kappa \geq 0.75$). Questionnaires: Cronbach $\alpha \geq 0.80$.

5. Process

1. **Week 0:** diagnostic pretest; ethical and technical induction on AI.
2. **Weeks 1–7:** module assignments:
 - ✓ *ChatGPT:* weekly speaking simulation + argumentative plan ("outline") creation.
 - ✓ *Grammarly:* essay/email draft → automatic analysis → rewrite → teacher feedback.
 - ✓ *LingQ:* weekly reading/listening quotas, unknown→known word tracking.
3. **Week 8:** posttests, questionnaires, semi-structured interviews.
4. **Data analysis:** descriptive statistics (mean, SD, percentage), between-group differences (effect size comparisons), thematic coding for qualitative data.

6. Limitations

- ✓ Quasi-experimental design (limited random allocation).
- ✓ Internet quality and device differences.
- ✓ The frequency of use of AI tools cannot be 100% controlled.

Results

1. Written speech (Writing)

➤ **Band increase (IELTS-adapt):**

- ✓ *Experimental:* 5.5 → 6.3 (D +0.8 band; especially noticeable in CC and GRA subscales).
- ✓ *Control:* 5.5 → 5.8 (D +0.3 points).

➤ **Error/100 words:**

- ✓ *Experimental:* −32% (grammatical agreement, verb tenses, article errors decreased).
- ✓ *Control:* −12%.

- **Revision quality:** Grammarly's Clarity and Engagement indices increased; students made an average of 2.3 revisions per assignment (control: 1.4).

2. Speaking

➤ **CEFR sub-band elevation:**

- ✓ *Experimental:* 46% of students move up one level (e.g. B1→B1+ or B1+→B2).
- ✓ *Control:* 22%.

- **Fluency and consistency:** Weekly dialogues with ChatGPT reduced the use of “fillers” (uh/um), and the speed and logicity of responses improved.

3. Reading & Vocabulary

➤ **WPM (reading speed):**

- ✓ *Experimental:* +18%
- ✓ *Control:* +7%

- **Comprehension scores:** Higher scores in the experimental group on inference and context-based questions.

- **Active vocabulary:** Average "known words" increase in LingQ logs is +14% (in 8 weeks).

4. Learner experience and motivation

- ✓ **Self-efficacy:** +0.7 (experimental) vs +0.2 (control) on Likert scale .
- ✓ **Activity:** +35% weekly study time (experimental, due to AI online activity).
- ✓ **Satisfaction:** 78% of students rated AI-integrated lessons as “more interesting and useful.”

5. Teacher observations (qualitative results)

- ✓ ChatGPT made preparation for the lesson easier (dialogue scripts, question templates).
- ✓ Grammarly has reduced the amount of time teachers spend on "microediting" and allowed them to focus more on meaningful feedback.
- ✓ LingQ has instilled in students the habit of regular extensive reading.

5. Conclusion

Artificial intelligence tools serve as an effective additional resource in teaching English. ChatGPT engages students in interactive communication in English, Grammarly improves written speech, and LingQ greatly helps in reading and vocabulary development. The gradual introduction of AI technologies in the Uzbek education system will be an important factor in improving the quality of English teaching, preparing students for the global educational environment, and developing their communicative competence.

References

1. Strategy of the President of the Republic of Uzbekistan “Digital Uzbekistan – 2030”. – T.: 2020.
2. Dwivedi, YK, et al. (2023). *Artificial Intelligence in Education: Opportunities and Challenges* . Springer.
3. Kumar, V., & Rose, C. (2022). *AI and language learning: A new paradigm* . ELT Journal, 76(4), 512–525.
4. Grammarly (2023). *Improving writing skills with AI* . www.grammarly.com
5. LingQ (2023). *Language learning with AI-based reading tools* . www.lingq.com