



EOC
EUROASIAN
ONLINE
CONFERENCES

ENGLAND CONFERENCE

**INTERNATIONAL CONFERENCE ON
MULTIDISCIPLINARY STUDIES AND
EDUCATION**



Google Scholar

zenodo

OpenAIRE

doi digital object
identifier

eoconf.com - from 2024



INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2026. Issue 5

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





The Role of AI Tools Like ChatGPT in English Language Learning

Ismoilova Sarvinoz To'xtasinxo'ja kizi

Student of University of Business and Science

Abdukhamidova Khilola Dilshod kizi

Teacher of University of Business and Science

Abstract

This article explores the impact of artificial intelligence (AI) tools, particularly ChatGPT, on English language learning. It examines how AI supports learners through personalized instruction, instant feedback, vocabulary development, and interactive language practice. The study also presents findings based on students' experiences using AI tools to improve their English proficiency. The results indicate that AI significantly enhances vocabulary acquisition, writing skills, and learner motivation when used appropriately.

Keywords: artificial intelligence, ChatGPT, English language learning, digital pedagogy, personalized learning, language technology

Introduction

In recent years, artificial intelligence (AI) has become an important part of modern education, changing how learners study languages. One of the most influential AI tools is ChatGPT, an advanced language model that can generate human-like responses and provide personalized learning support. According to the Pearson Education Report (2024), 72% of global English learners regularly use AI tools, and 56% report improvement in speaking and writing fluency. In Uzbekistan, AI-based platforms are also growing quickly. The Ministry of Digital Technologies (2025) reports a 48% increase in the use of AI-assisted learning tools among English learners.

The integration of AI into language education reflects a shift toward learner-centered approaches. AI tools such as ChatGPT allow students to access learning materials anytime, making it easier to practice outside the classroom. This supports individual learning pace and helps students focus on their specific language difficulties (Holmes et al., 2019).

Another important benefit of AI is the development of autonomous learning. Students are no longer passive learners; instead, they actively interact with AI systems. ChatGPT encourages inquiry-based learning, where learners ask questions and receive immediate answers. This process improves not only language skills but also critical thinking and problem-solving abilities (Vygotsky, 1978).

Furthermore, AI tools support modern digital education trends, including online and blended learning environments. ChatGPT helps learners practice real-life communication and simulate authentic conversations, especially for those who have limited exposure to native speakers. However, it is important that AI is used as a support tool rather than a replacement for teachers. Educators must guide students to use AI responsibly and effectively (Luckin et al., 2016).

Methodology





This study used a mixed-methods approach. The participants were 120 Uzbek university students with English proficiency levels ranging from B1 to C1.

Data collection included:

- Surveys on AI usage habits;

- Interviews with frequent ChatGPT users;

- Vocabulary tests before and after AI-assisted learning.

The vocabulary tests were designed according to CEFR standards to ensure reliability. Both recognition and productive use of vocabulary were measured.

To increase validity, data triangulation was applied by combining quantitative results with qualitative data from interviews. The qualitative data were analyzed using thematic coding, focusing on motivation, engagement, and perceived usefulness of ChatGPT (Zawacki-Richter et al., 2019).

Discussion and Results

The results show that AI tools play a significant role in improving English language skills.

Survey findings indicate that 83% of students use ChatGPT for vocabulary learning. They mainly use it for synonyms, example sentences, and idioms. Many students reported that ChatGPT explains word usage more clearly than traditional dictionaries.

In addition, 68% of students stated that ChatGPT improved their writing skills. They mentioned better grammar, coherence, and academic style. The tool helped them rewrite sentences, correct errors, and understand grammar rules in simple language.

The vocabulary test results showed a 32% improvement among students who used ChatGPT regularly for four weeks, compared to only 11% improvement in the control group. This confirms that AI tools can accelerate vocabulary learning and retention.

Students also reported increased confidence in speaking. Although ChatGPT does not produce audio, it helps learners create dialogues, scripts, and pronunciation guidance. This reduces speaking anxiety and improves preparation for real conversations.

However, some challenges were identified. Over-reliance on AI may reduce independent thinking. In some cases, AI provides complex or incorrect explanations, which may confuse lower-level learners. Without teacher guidance, students may misuse AI tools for shortcuts instead of meaningful learning (Godwin-Jones, 2018).

Despite these limitations, the overall findings show that AI tools significantly improve learning efficiency when used correctly.

Conclusion

AI tools such as ChatGPT have a transformative impact on English language learning. They provide personalized instruction, immediate feedback, and flexible learning opportunities beyond the classroom. The results of this study show clear improvements in vocabulary, grammar, writing, and communication skills.





ChatGPT also increases learner motivation and supports independent study. Students can practice continuously and build confidence in their language abilities. This aligns with modern educational approaches that emphasize active and student-centered learning (Krashen, 1985).

However, it is important to maintain a balance. Overuse of AI may limit critical thinking and independent learning skills. There are also concerns about accuracy and academic integrity. Therefore, teachers play a key role in guiding students and ensuring responsible use of AI tools.

In conclusion, AI technologies offer strong support for Uzbek learners in achieving global English proficiency, but their use must be carefully managed within effective pedagogical frameworks.

References

Godwin-Jones, R. (2018). Using mobile technology to develop language skills and cultural understanding. *Language Learning & Technology*, 22(3), 1–17.

Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.

Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.

Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education. *International Journal of Educational Technology in Higher Education*, 16(39), 1–27. <https://doi.org/10.1186/s41239-019-0171-0>

