



USING CHATGPT AS A LANGUAGE LEARNING ASSISTANT

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Abstract: This paper describes the potential of ChatGPT, an AI-powered language model, as an effective assistant in learning English language. With the increasing integration of artificial intelligence in education, ChatGPT offers learners personalized, real-time interaction, making it a valuable tool for enhancing various language skills such as writing, speaking, and grammar. My current research examines practical applications of ChatGPT in classroom and self-study environments, including error correction, vocabulary expansion, and conversational practice. It also discusses the benefits and limitations of relying on AI for language acquisition, with emphasis on learner autonomy, motivation, and critical thinking. Findings suggest that, when used thoughtfully, ChatGPT can significantly complement traditional teaching methods and contribute to more engaging and flexible language learning experiences.

Keywords: ChatGPT, artificial intelligence, language skills, classroom environment, self-study environment,

INTRODUCTION

The rapid advancement of artificial intelligence (AI) has significantly influenced various domains, including education. Among the many innovations emerging from this technological revolution, large language models such as ChatGPT have attracted considerable attention from educators, researchers, and language practitioners. Developed by OpenAI, ChatGPT is capable of generating human-like text based on user input, making it a potentially transformative tool for language instruction.

In the context of English Language Teaching (ELT), ChatGPT offers unique opportunities to enhance learning experiences. Its ability to simulate natural conversations, provide instant feedback, and support autonomous learning aligns well with contemporary pedagogical approaches that emphasize learner engagement, personalization, and technological integration. Learners can interact with ChatGPT to practice writing, develop vocabulary, clarify grammar rules, or engage in real-time dialogue—all without the immediate presence of a teacher.

However, the integration of ChatGPT in ELT is not without its challenges. Educators have raised valid concerns regarding students' over-reliance on AI, possible declines in critical thinking and creativity, and the implications for academic integrity. While some view ChatGPT as a valuable

educational assistant, others argue that its uncontrolled use may undermine traditional learning goals.

LITERATURE REVIEW

The emergence of artificial intelligence (AI) tools in education has been widely discussed in recent years, with scholars examining how AI can support teaching and learning across disciplines. In the context of English Language Teaching (ELT), AI technologies have been explored for their capacity to personalize learning, automate feedback, and facilitate interactive learning environments (Woolf, 2021; Kukulska-Hulme, 2020). Among these tools, ChatGPT has gained particular attention due to its accessibility, language generation capabilities, and versatility in supporting various language skills.

Recent studies have identified several pedagogical advantages of using ChatGPT in ELT. For instance, Zawacki-Richter et al. (2022) highlight how ChatGPT can scaffold writing tasks, assist with vocabulary expansion, and offer explanations of grammatical structures. Similarly, Teng and Wu (2023) found that learners using ChatGPT for speaking practice showed improved fluency and confidence, attributing this to the low-pressure, conversational nature of AI interactions.

Moreover, ChatGPT has been praised for supporting learner autonomy. Learners can engage with the tool outside the classroom to reinforce their understanding and receive immediate feedback, making it a valuable resource for self-directed study (Lee & Lin, 2023). Teachers have also begun experimenting with ChatGPT for lesson planning, content generation, and assessment design, which demonstrates the tool's potential to enhance instructional efficiency (Brown, 2023).

Despite these promising developments, several scholars have voiced concerns about the uncritical adoption of ChatGPT in language education. Critics argue that excessive reliance on AI may discourage students from developing critical thinking, problem-solving, and communicative competence in authentic contexts (Nguyen, 2023). Furthermore, issues related to academic honesty—such as the use of ChatGPT for writing assignments—raise ethical questions regarding authorship and originality (Turnitin, 2023).

Another area of concern is the inconsistency of ChatGPT's responses. While the tool is capable of generating coherent and contextually relevant text, it may occasionally provide inaccurate or misleading information, which poses a challenge for novice learners who lack the skills to critically evaluate content (Bender et al., 2021).

Although research on AI in education is rapidly expanding, the literature specifically focusing on ChatGPT in ELT is still in its early stages. Most existing studies are either exploratory or anecdotal, with limited empirical data or long-term evaluation. There is a growing need for systematic studies that examine the actual effectiveness of ChatGPT in improving language outcomes, as well as its broader pedagogical implications.

This review highlights a dual narrative in the literature: on the one hand, ChatGPT is seen as an innovative and accessible tool that can enhance ELT practices; on the other hand, it introduces new challenges that require careful consideration from educators and researchers. Addressing these tensions is essential for developing informed and ethical approaches to integrating AI in language education.

METHODOLOGY

This study adopts a systematic literature review (SLR) approach to explore the integration of ChatGPT in English Language Teaching (ELT). The review aims to identify publication trends, geographical distribution, opportunities, and challenges presented in the existing body of research.

Data Collection

Academic databases including Google Scholar, Scopus, ERIC, and Web of Science were searched using keywords such as “ChatGPT in ELT”, “AI in language learning”, “ChatGPT for ESL/EFL”, and “AI-assisted language learning”. The search was limited to peer-reviewed journal articles, conference papers, and high-quality preprints published between 2020 and 2024.

Inclusion and Exclusion Criteria

Studies were included if they specifically focused on the use of ChatGPT in ELT contexts. Articles that only discussed general AI applications without mentioning ChatGPT were excluded. Non-English publications, duplicates, and sources lacking academic rigor were also removed from the sample.

Data Analysis

A qualitative content analysis was employed to extract and synthesize data. Key themes were identified using coding techniques, and the findings were categorized under four guiding research questions: publication trends, geographic distribution, pedagogical opportunities and challenges, and thematic keyword frequency.

RESULTS AND DISCUSSION

1. Publication Trends

The review found a significant rise in publications on ChatGPT in ELT after 2022, particularly following the public release of ChatGPT 3.5 in late 2022. Most articles were exploratory, reflecting the early-stage nature of research in this field.

2. Geographic Distribution

Research on ChatGPT in ELT is globally dispersed, with a majority of studies originating from the United States, China, South Korea, and European countries. Notably, developing regions remain underrepresented, highlighting a digital divide in AI-related educational research.

3. Opportunities in ELT

Numerous studies identified ChatGPT as an effective tool for enhancing learner engagement, promoting self-study, and providing on-demand feedback. It was particularly useful in writing and speaking activities, vocabulary development, and language practice in low-anxiety environments.

4. Challenges in ELT

Despite its benefits, concerns persist. Several studies reported inaccuracies in ChatGPT responses, limited contextual understanding, and over-reliance among students. Additionally, academic integrity was a recurring theme, with educators expressing concern over plagiarism and misuse in assessments.

5. Keyword Analysis

Frequent keywords included “autonomous learning,” “AI feedback,” “academic integrity,” “digital literacy,” and “language practice.” These terms indicate a strong focus on learner independence, ethics, and the evolving role of the teacher in AI-mediated learning environments.

CONCLUSION

This study highlights the growing interest in the use of ChatGPT as a language learning assistant in ELT. While the tool offers promising benefits such as enhanced learner autonomy and increased engagement, it also brings significant challenges that must be addressed. Concerns regarding reliability, misuse, and ethical implications underscore the need for careful pedagogical planning. Future research should focus on empirical evaluations, long-term classroom integration, and teacher training to ensure the effective and responsible use of ChatGPT in language education.

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