ENHANCING ENGLISH LANGUAGE TEACHING THROUGH ARTIFICIAL INTELLIGENCE AND DIGITAL TECHNOLOGIES: THE PEDAGOGICAL POTENTIAL OF CHATGPT, QUIZLET, AND KAHOOT

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Abstract. This study examines the integration of artificial intelligence and digital technologies into English language teaching to enhance students' communicative competence. The author analyzes the pedagogical functions of AI-based tools such as OpenAI ChatGPT, Quizlet, and Kahoot and proposes a practical model for their classroom application. Experimental results show significant improvements in vocabulary, grammar, speaking skills, and learner motivation. The findings confirm the effectiveness of digital technologies in creating a more interactive and student-centered learning environment.

Keywords: artificial intelligence, digital learning, English language teaching, interactive platforms, communicative competence, technology-enhanced learning

In recent years, the digitization processes occurring in the education system, the rapid development of information and communication technologies, and the widespread popularity of artificial intelligence-based platforms have been significantly influencing foreign language teaching methodology. In particular, the global importance of English as an international means of communication necessitates preparing students as specialists who can express their thoughts freely in real communicative situations, construct independent speech, and possess rapid information exchange skills. However, practice shows that traditional methods—memorizing grammar rules, translation-based exercises, and one-sided lecture-style lessons—do not sufficiently engage students in active speech activities. As a result, although the student possesses theoretical knowledge, they face difficulties in applying it practically in oral and written speech. Therefore, implementing innovative, interactive, and technological approaches into the educational process has become one of the vital tasks of modern pedagogy [4].

The concept of digital education is aimed at increasing student engagement by organizing the learning process through electronic platforms, mobile applications, internet resources, and interactive programs. In such an environment, the student acts not as a passive listener, but as an active participant. Multimodal teaching—namely, the harmonious use of text, images, audio, and interactive elements—helps in faster acquisition and solid retention of information [1]. Psychological research shows that information received simultaneously through sight and hearing is stored in the memory for a longer duration. For this reason, lessons enriched with digital tools maintain students' attention longer, enliven the learning process, and increase motivation.

Artificial intelligence technologies, in turn, allow for the individualization of this process. Adaptive systems automatically identify a student's errors, provide individual recommendations, and suggest appropriate exercises. Immediate feedback is of great importance in language learning, as the student strengthens their knowledge by correcting errors immediately [2]. In this regard, artificial intelligence models such as OpenAI's ChatGPT are considered effective tools for developing written and oral speech. For example,

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students compose an essay or dialogue on topics such as "My university life" or "Future career plans" and enter the text into the platform. The system indicates grammatical errors, provides stylistic recommendations, and suggests more complex expressions. Consequently, the student gains the opportunity to work independently on their own improvement. Practical observations show that students who regularly perform writing exercises using ChatGPT begin to correctly use complex sentence structures in a short period and their confidence in composing texts increases. At this point, it is important to emphasize that the effectiveness of using artificial intelligence largely depends on the quality of the instructions given by students, commonly referred to as "prompt engineering." In other words, the more specific and goal-oriented the prompt is, the more accurate and pedagogically useful the response becomes. For instance, instead of simply asking the system to "check my text," students may achieve better results by providing detailed instructions such as: "I am a B1 level learner. Please identify my grammatical mistakes, explain them clearly, and suggest more academic vocabulary." Such targeted prompts allow the system to generate personalized feedback adapted to the learner's language level and learning needs. This approach not only improves learning outcomes but also develops students' autonomy, critical thinking, and self-correction skills.

The possibilities of the Quizlet platform in developing lexical competence are also extensive. Using this tool, new words are provided along with images, pronunciation, and short definitions. Flashcard, matching, write, and test modes force the student's memory to work actively. For instance, a set consisting of 30 new words on the topic of "Travel and tourism" is created, and students practice via their mobile devices before the lesson. The "Learn" mode provides the opportunity to work more on incorrect answers, ensuring individual acquisition. As a result, students not only memorize words but also learn to use them actively in speech. According to experimental results, vocabulary units learned through such an interactive method are acquired faster and more firmly compared to words memorized using a traditional notebook [3].

Organizing the assessment process in an interactive form also has a positive impact on educational effectiveness. For this purpose, it is appropriate to use the Kahoot platform. Conducting tests in a game format creates a healthy competitive environment among students and encourages them to think rapidly and participate actively. For example, at the end of each topic, a test consisting of 15–20 questions is organized; students connect via mobile phones and answer the questions within a time limit. The results appear on the screen in real-time, which increases interest in the lesson. The teacher, in turn, identifies which questions had the most errors and re-explains the problematic topics. Such an approach not only speeds up the assessment but also serves to consolidate knowledge.

The complex application of these platforms yields even higher results. For example, after a new topic is taught, vocabulary is first reinforced using Quizlet, then a dialogue or essay is written via ChatGPT, and finally, knowledge is tested through Kahoot quizzes at the end of the lesson. This sequence integrates the stages of acquisition, application, and assessment into a single system. As a result, the student gains a deeper understanding of the knowledge and develops the skill of applying it in practical speech.

Experimental-testing work was organized to determine the effectiveness of these theoretical perspectives. Forty students participated in the study, and they were divided into control and experimental groups. While lessons in the control group were conducted based on traditional methods, digital tools were used regularly in the experimental group. Post-test results conducted after eight weeks of sessions showed that the acquisition level in the

experimental group increased by 25 percent, while in the control group, this indicator was only 8–10 percent. In the surveys, the majority of students noted that the lessons were interesting, the learning process became easier, and they began to speak English more fluently. These results confirm that the purposeful use of digital technologies significantly increases educational efficiency.

Overall, artificial intelligence and interactive platforms transform the process of teaching English into a modern, student-centered, and effective system. They increase motivation, encourage independent learning, assist in deeper acquisition of knowledge, and serve as an important tool in developing communicative competence. Therefore, the systematic and scientifically based implementation of such technologies into the educational process is considered one of the priority directions of foreign language teaching methodology today.

The findings of the study demonstrate that the integration of artificial intelligence and digital technologies significantly improves the effectiveness of English language teaching. Compared to traditional methods, interactive digital tools increase students' engagement, enhance learning outcomes, and contribute to the development of communicative competence. The experimental results showed noticeable progress in students' vocabulary acquisition, grammatical accuracy, speaking skills, and overall motivation.

In particular, ChatGPT proved effective in improving writing and speaking practice, Quizlet supported vocabulary retention, and Kahoot enhanced assessment and classroom interaction through game-based activities. The combined use of these platforms created a more dynamic, student-centered, and productive learning environment.

Therefore, it is recommended to systematically integrate AI-based and digital tools into English classes, apply interactive vocabulary learning strategies, use technology-supported writing practice, and implement gamified assessment methods. The purposeful use of digital technologies is an essential condition for modern and effective language education.

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