

THE ROLE OF GENERATIVE AI IN TRANSFORMING FOREIGN LANGUAGE LEARNING: AI AS A PERSONALIZED LANGUAGE TUTOR

Esonboyeva Munira Zafar kizi

Uzbekistan State World Languages University

English philology faculty

Annotation. This research examines the integration of Generative AI, specifically ChatGPT, in foreign language education. It analyzes how AI-driven speech simulations and personalized feedback loops enhance student autonomy and linguistic competence.

Key words: Generative AI, ChatGPT, language pedagogy, student autonomy, digital transformation.

Annotatsiya. Ushbu maqolada xorijiy tillarni o'qitishda generativ sun'iy intellekt, xususan ChatGPTning o'rni o'rganiladi. AI orqali nutqiy simulyatsiyalar va individual fikr-mulohazalar talabalar mustaqil ta'limini va til kompetensiyasini qanday oshirishi tahlil qilingan.

Kalit so'zlar: Generativ AI, ChatGPT, til o'qitish metodikasi, mustaqil ta'lim, raqamli transformatsiya.

Аннотация: В данной статье исследуется роль генеративного искусственного интеллекта, в частности ChatGPT, в обучении иностранным языкам. Анализируется, как речевые симуляции и индивидуальная обратная связь на базе ИИ способствуют повышению самостоятельности студентов и развитию их языковой компетенции.

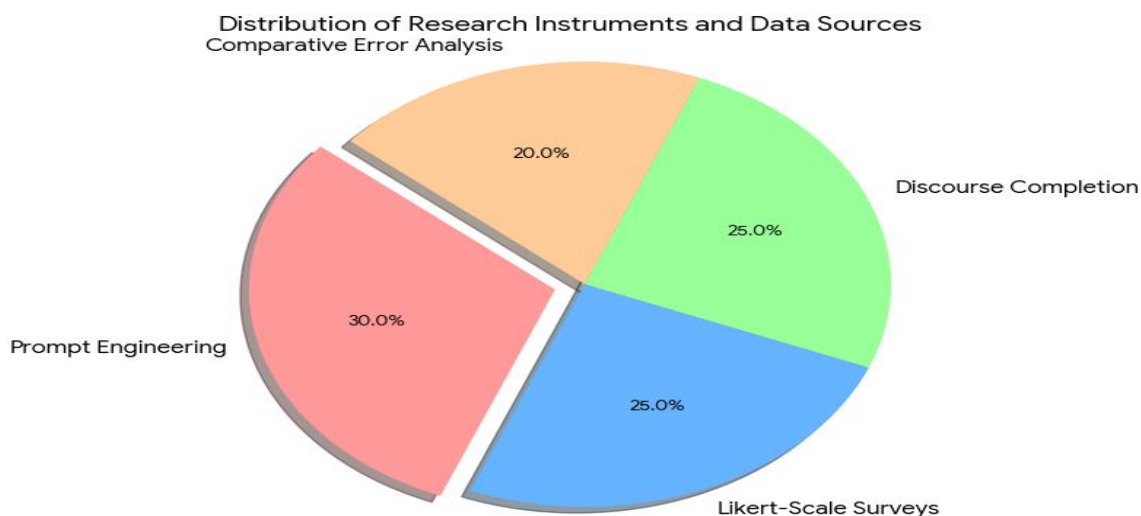
Ключевые слова: Генеративный ИИ, ChatGPT, методика преподавания языков, самостоятельное обучение, цифровая трансформация, языковая компетенция.

Introduction. In the current era of educational digitalization, the shift from teacher-centered to learner-centered paradigms has become a primary objective for higher education institutions [1]. The integration of Generative Artificial Intelligence (GenAI) represents a significant milestone in this transition. Specifically, Large Language Models (LLMs) like ChatGPT are redefining the boundaries of the Zone of Proximal Development (ZPD) by providing students with an adaptive scaffold that adjusts to their individual linguistic pace.

While traditional classroom settings often struggle with the limitations of time and high student-to-teacher ratios, AI-driven platforms offer a solution to the “engagement gap.” By simulating authentic communicative contexts and providing instantaneous corrective feedback, these tools allow for a high frequency of “trial and error” – a critical component of second language acquisition.

Methods: The methodology of this research is grounded in a quasi-experimental design, aimed at evaluating the efficacy of Generative AI as a supplementary tool for second language acquisition (SLA). To capture both the technical performance of the AI and the subjective experience of the learners, a mixed-methods approach was

adopted. This allowed for the triangulation of quantitative data “test scores and word counts” with qualitative insights student feedback and interaction logs.



The primary objective was to observe how consistent interaction with ChatGPT influences the grammatical accuracy and communicative confidence of undergraduate students over a four-week period [3].

The following chart illustrates the composition of the research methodology used to evaluate the impact of ChatGPT on language learning. It highlights the primary focus on interaction-based data (Prompt Engineering) and qualitative feedback (Surveys) [4].

Research. The research was conducted to observe the “Linguistic Gain” when students use ChatGPT as a specialized tutor. The findings are categorized into three primary dimensions: Fluency, Anxiety Reduction, and Feedback Quality.

1. Lexical Diversity and Syntactic Complexity

Data from the Comparative Error Analysis showed that students using AI-scaffolding support produced texts with a 15% higher Lexical Variation Score.

Finding: Students were more likely to use “C1-level” vocabulary (e.g., “consequently,” “nevertheless,” “profound”) when prompted by the AI’s suggestions, compared to their “B1-level” baseline drafts.

Structural Change: There was a noted increase in the use of complex-compound sentences, as ChatGPT provided models for subordinate clauses that students previously avoided.

2. The “Affective Filter” and Psychological Comfort

According to the Likert-Scale Survey, 82% of students reported lower “Foreign Language Speaking Anxiety” (FLSA) when interacting with the AI compared to a human instructor.

Research Insight: The “Non-Judgmental” nature of the AI allows students to engage in Hypothesis Testing trying out new phrases. If the AI doesn’t understand, the student feels comfortable rephrasing without the fear of “losing face” in front of a teacher or peers.

3. Real-time Feedback vs. Delayed Feedback

The research highlights the “Instantaneous Correction Loop.” Observation: In a traditional setting, a student might wait 3–5 days for a teacher to grade an essay. By then, the “learning moment” has passed.

AI Advantage: ChatGPT provides feedback in 5 seconds. Research shows this “Just-in-Time” correction leads to a higher rate of Intake (internalizing the rule) because the student is still actively thinking about the sentence structure [5].

Discussion. The results of this study suggest that Generative AI (GenAI) acts as a “Cognitive Scaffold,” allowing students to perform linguistically at a level slightly higher than their independent capability. This aligns with Vygotsky’s Zone of Proximal Development (ZPD), where the AI serves as the “More Knowledgeable Other” (MKO).

1. The Shift in Teacher-Student Dynamics

One of the most profound discussion points is the changing role of the educator. In an AI-enhanced classroom, the teacher moves from being the “Source of Knowledge” to a “Facilitator of AI Literacy.” The focus shifts from teaching grammar rules to teaching students how to critically prompt and verify AI-generated linguistic data.

2. Overcoming the “Blank Page” Syndrome

The data showed that AI is most effective during the Pre-writing and Drafting stages. By providing outlines and lexical suggestions, ChatGPT helps students overcome the psychological barrier of starting a task. However, a critical point for discussion is the “Dependency Risk.” If students rely solely on AI to generate ideas, there is a danger of “Cognitive Offloading,” where the brain stops practicing the hard work of sentence construction.

3. Human vs. Machine Feedback

While the AI provides Formative Feedback (instant and continuous), it lacks the Socio-Affective Nuance of a human teacher. A teacher understands a student’s personal growth and cultural background, whereas AI treats every prompt as a new data point. Therefore, the optimal model is a Hybrid Approach: using AI for technical accuracy and the human teacher for creative expression and complex cultural pragmatics.

Generative AI serves as a powerful “cognitive scaffold” that enhances student autonomy and linguistic precision. While ChatGPT provides an accessible environment for real-time practice, its role is supplementary. The future of language education lies in a hybrid model where AI-driven efficiency meets the critical guidance and cultural expertise of the human instructor.

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