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METHODOLOGY OF TEACHING ENGLISH USING CHATGPT AND OTHER AI TOOLS

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Abstract. This article examines the methodological opportunities of using ChatGPT and other artificial intelligence (AI) tools in English language teaching. It focuses on the application of AI technologies in developing students' speaking, listening, reading, and writing skills, as well as improving vocabulary and grammar knowledge. Particular attention is paid to personalized learning, interactive communication, automated feedback, and the role of teachers in organizing AI-supported instruction. The article also discusses the limitations and ethical considerations associated with the use of artificial intelligence in language education.

Keywords: artificial intelligence, ChatGPT, English language teaching, digital technologies, language skills, personalized learning, AI tools, teaching methodology.

The rapid development of digital technologies has significantly influenced modern education, particularly foreign language teaching. Artificial intelligence has created new opportunities for improving the quality of English language instruction and making the learning process more interactive, flexible, and personalized.

Today, tools such as ChatGPT, Grammarly, QuillBot, ELSA Speak, and Quizlet AI can support both teachers and students in different aspects of language learning. These applications provide opportunities to practise communication, improve writing, check grammatical structures, expand vocabulary, and receive immediate feedback.

The integration of AI into English language teaching does not mean replacing traditional teaching methods. Instead, artificial intelligence should be considered an additional educational resource that supports teachers and encourages students to become more independent learners.

ChatGPT is one of the widely used AI-based tools in language education. It can generate texts, explain grammatical rules, create exercises, simulate conversations, and provide suggestions for improving students' language skills.

One of its main advantages is the opportunity to organize interactive communication. Students can use ChatGPT to practise everyday conversations, prepare for interviews, discuss different topics, and develop their speaking confidence.

For example, a teacher can give students the following task:

Prompt: Act as an English-speaking interviewer. Ask me five questions about my education and future career. Correct my grammatical mistakes and explain them.

This activity helps students practise communication in a flexible learning environment. It also provides opportunities for independent practice outside the classroom.

ChatGPT can also assist teachers in preparing lesson plans, creating vocabulary exercises, developing reading comprehension questions, and adapting learning materials to different language proficiency levels.

Artificial intelligence tools can be integrated into English language teaching to develop the four main language skills.

1. Developing speaking skills. AI-based conversation tools allow students to practise dialogues and improve their fluency. Applications such as ChatGPT and ELSA Speak can be used for conversation practice, pronunciation exercises, and vocabulary development.

Teachers can organize role-play activities in which students communicate with AI in different situations, such as travelling, shopping, job interviews, and academic discussions.

2. Developing writing skills. Tools such as Grammarly and QuillBot can support students in identifying grammatical errors, improving sentence structure, and developing vocabulary. ChatGPT can help learners generate ideas, organize paragraphs, and understand different writing styles.

However, students should not simply copy AI-generated texts. They should analyse suggestions, revise their own writing, and develop independent writing skills.

3. Developing reading skills. ChatGPT can simplify complex texts, explain unfamiliar vocabulary, generate comprehension questions, and provide summaries. Teachers can use these opportunities to prepare reading activities appropriate to students' language levels.

4. Developing listening skills. AI-supported language applications can provide listening materials, pronunciation models, and interactive exercises. Teachers can combine these resources with authentic audio and video materials to improve students' listening comprehension.

The effectiveness of AI-supported teaching depends on the purposeful selection of digital tools and their integration into lesson objectives.

AI tool	Educational application
ChatGPT	Conversation practice, grammar explanations, lesson materials
Grammarly	Grammar, spelling, and writing feedback
QuillBot	Paraphrasing and vocabulary development
ELSA Speak	Pronunciation and speaking practice
Quizlet AI	Vocabulary learning and revision

Teachers can organize a lesson using the following methodological sequence:

- Preparation: The teacher selects an AI tool and prepares instructions related to the lesson objectives.
- Presentation: Students receive explanations, examples, or learning materials.
- Practice: Learners complete interactive tasks using selected AI tools.
- Feedback: AI-generated suggestions are examined and discussed.
- Evaluation**:** The teacher assesses students' actual learning outcomes and independent performance.

For example, in a lesson devoted to the topic Environmental Protection, students can use ChatGPT to generate discussion questions, practise answering them, and identify relevant vocabulary. Afterwards, they present their own opinions without relying on AI-generated responses.

The use of artificial intelligence in English language teaching offers several advantages. First, it provides personalized learning opportunities according to students' individual needs and language proficiency. Second, it enables learners to receive immediate feedback and practise independently. Third, AI tools can reduce teachers' preparation time by assisting in the development of educational materials.

Nevertheless, several challenges should also be considered. AI-generated information may contain grammatical, factual, or contextual inaccuracies. Excessive dependence on these tools can

reduce students' independent thinking and problem-solving abilities. In addition, data privacy, academic honesty, and unequal access to digital technologies remain important concerns.

Therefore, teachers should carefully evaluate AI-generated materials and explain the principles of responsible technology use. Artificial intelligence should support the educational process rather than replace pedagogical interaction, critical thinking, and independent learning.

Conclusion. The integration of ChatGPT and other artificial intelligence tools into English language teaching creates new opportunities for improving the effectiveness of foreign language education. These technologies can support the development of speaking, listening, reading, and writing skills, provide personalized learning experiences, and facilitate the preparation of educational materials.

The successful implementation of AI-based teaching requires a combination of technological resources, pedagogical methods, and teacher guidance. Teachers should select appropriate AI tools according to lesson objectives and encourage students to evaluate AI-generated information critically.

In conclusion, artificial intelligence should be regarded as a supportive educational instrument that complements the teacher's professional knowledge and creates additional opportunities for independent and interactive English language learning.

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