Philology Matters / ISSN: 1994 – 4233
Uzbekistan State World Languages University

2025 Vol. 52 No. 1
METHODOLOGY
DOI: 10.36078/987655231

**Received:** January 8, 2025
**Accepted:** March 17, 2025
**Available online:** March 25, 2025

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# ENHANCING STUDENT ENGAGEMENT AND MOTIVATION IN ENGLISH AS A FOREIGN LANGUAGE CLASSES: THE IMPACT OF ARTIFICIAL INTELLIGENCE TOOLS ON ENGLISH LANGUAGE LEARNERS

## ABSTRACT

This study investigates the influence of artificial intelligence (AI) tools on motivation and engagement in English as a Foreign Language (EFL) classrooms, with a particular focus on how these tools enhance language learning experiences. The primary objective is to assess the effectiveness of AI in fostering motivation by stimulating curiosity and encouraging active participation. Key objectives include examining how AI sustains long-term interest and engagement in EFL education.

Utilizing a mixed-methods approach, data were collected from 100 students at the Branch of the Russian State University of Oil and Gas named after I.M. Gubkin in Tashkent through surveys and focus group discussions. The survey employed a Likert scale to capture students' perceptions of AI's impact, while qualitative insights were derived from thematic analysis of the group discussions.

The findings reveal that most students perceive AI tools as significant motivators, enhancing their confidence in classroom discussions. Students also reported that AI aids in overcoming speaking barriers and provides valuable contextual vocabulary support, which is essential for language acquisition. These outcomes align with J.Piaget's theory of active knowledge construction and Gardner's theory of multiple intelligences, underscoring how AI can address diverse learning needs by creating adaptive and

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# INGLIZ TILI XORIJIY TIL SIFATIDA O‘RGATILADIGAN DARSLARDA O‘ZLASHTIRISH VA MOTIVATSIYANI OSHIRISH: SUN’IY INTELLEKT VOSITALARINING INGLIZ TILINI O‘RGANUVCHILARGA TA’SIRI

## ANNOTATSIYA

Ushbu tadqiqot ingliz tili xorijiy til sifatida o‘qitiladigan (EFL) darslarda sun’iy intellekt (SI) vositalarining o‘zlashtirish va motivatsiyaga ta’sirini o‘rganishga bag‘ishlangan, shu jumladan, mazkur vositalarning til o‘rganish tajribalarini yaxshilashiga alohida e’tibor qaratilgan. Asosiy maqsad – qiziqishni rag‘batlantirish va faol ishtirokni kuchaytirish orqali SI vositalarining motivatsiyani oshirishdagi samaradorligini baholashdir. Muhim vazifalardan biri – SI vositalarining EFL ta’limida uzoq muddatli qiziqish va ishtirokni ta’minlash usullarini o‘rganishdir.

Tadqiqotda aralash usullar (mixed-methods) yondashuvi qo‘llanildi. I.M. Gubkin nomidagi Rossiya davlat neft va gaz universitetining Toshkent filialida tahsil olayotgan 100 nafar talaba ishtirokida so‘rovnomalar va fokus-guruh muhokamalari orqali ma’lumotlar yig‘ildi. So‘rovnoma Likert shkalasi asosida o‘tkazilib, talabalar SI vositalarining ta’siri haqidagi fikrlarini ifodaladilar; sifatga doir ma’lumotlar esa guruh muhokamalarining tematik tahlili orqali olindi.

Natijalar shuni ko‘rsatdiki, talabalarning aksariyati SI vositalarini motivatsiyani oshiruvchi muhim omil sifatida baholagan, auditoriya muhokamalarida ularning o‘zlariga bo‘lgan ishonchi oshganini ta’kidlashgan. Shuningdek, talabalar SI yordamida so‘zlashuvdagi to‘siqlarni yengib o‘tish va kontekstual lug‘at boyligini rivojlantirish osonlashganini ma’lum qildilar.


E-ISSN: 2181 – 1237

engaging educational environments.

This study underscores AI's potential to transform EFL classrooms by offering personalized, interactive learning experiences that facilitate language development. However, despite students' strong enthusiasm for AI, its adoption among educators remains limited, indicating a need for targeted training to maximize AI's educational value. Future research should explore diverse educational settings and investigate AI's long-term effects on EFL learning outcomes, paving the way for broader and sustained implementation of AI in language education.

**Key words:** artificial intelligence, English as a foreign language, motivational impact, adaptive educational systems, personalized learning, students' perception, classroom engagement, language barriers, maintaining interest, vocabulary support.

Bu esa til o‘zlashtirish uchun juda muhim omil hisoblanadi. Ushbu natijalar J.Piajening faol bilim qurilishi nazariyasi va X.Gardnerning ko‘p intellekt nazariyasiga mos keladi hamda SI vositalari moslashuvchan va qiziqarli ta’lim muhitini yaratish orqali turli o‘quv ehtiyojlarini qondira olishini ko‘rsatadi.

Tadqiqot SI vositalarining EFL darslarini shaxsga yo‘naltirilgan va interaktiv ta’lim tajribalariga aylantirishdagi salohiyatini namoyon etadi, bu esa til o‘rganish jarayonining yanada samarali bo‘lishiga imkon beradi. Biroq talabalarning SI vositalaridan foydalanishga katta qiziqish bildirayotganiga qaramay, o‘qituvchilar orasida SI texnologiyalaridan foydalanish darajasi past bo‘lib qolmoqda. Bu esa SI vositalarining ta’limiy imkoniyatlaridan to‘liq foydalanish uchun o‘qituvchilar tayyorgarligi unga muvoviq bo‘lishi zarurligini ko‘rsatadi. Kelgusidagi tadqiqotlar turli ta’lim muhitlarida SI vositalarining uzoq muddatli ta’sirini o‘rganishi va til o‘rganish sohasida SI texnologiyalarini keng va barqaror joriy etish uchun asos yaratishi kerak.

**Kalit so‘zlar:** sun’iy intellekt, ingliz tilini xorijiy til sifatida o‘qitish, motivatsion ta’sir, moslashuvchan ta’lim tizimlari, shaxsga yo‘naltirilgan ta’lim, talabalar idroki, dars jarayoniga jalb qilishlik, til to‘siqlari, qiziqishni qo‘llab-quvvatlash, lug‘at boyligini oshirish.

## INTRODUCTION

As humanity navigates the 21st century, the blend of technology and education has reached new heights, transforming how people approach language learning and teaching [Al-Hariri et al., 2017; Biswas, 2023; Kohnke et al., 2023]. At the core of this transformation is Artificial Intelligence (AI), which is driving innovative and impactful learning experiences beyond traditional methods. In the field of English as a Foreign Language (EFL) education, AI-driven tools are creating a significant shift. This change marks the beginning of an era where learning becomes more personalized, adaptive, and interactive, tailored to meet the unique language needs of students in various professional and academic settings. AI technologies, with their advanced algorithms and powerful data-processing abilities, are opening up new possibilities in language education [Takahashi, 2020; Regona et al., 2022; Pearce et al., 2024]. Tools like adaptive learning systems, conversational agents, and intelligent tutoring systems are leading the way, providing real-time feedback and customized learning experiences that were once only a dream [Elmahdi et al., 2024; Jin, 2024]. These advancements not only support but also enhance theories like constructivism and multiple intelligences, demonstrating AI's potential to create a more detailed and responsive approach to language learning. For example, adaptive learning systems

can adjust the difficulty and type of content based on each student's progress, while conversational agents offer immersive language practice tailored to different learning styles, as highlighted by H.Gardner [Gardner & Hatch, 1989].

However, integrating AI into EFL education is not without its challenges. Concerns such as data privacy, the digital divide, and the potential decrease in human interaction need to be addressed to ensure AI tools are implemented effectively and ethically. Additionally, cultural and regional factors significantly influence how AI is accepted and used in educational settings, especially in places like Uzbekistan. In alignment with these regional considerations, the Decree of the President of the Republic of Uzbekistan on the "Uzbekistan – 2030" Strategy emphasizes the "creation of an education, medicine, and social protection system that fully meets the needs of the people and international standards" [PD-158, 2023]. This strategic initiative highlights the country's commitment to integrating advanced technologies, including AI, into its educational framework to enhance learning outcomes and ensure that the education system remains robust and competitive on an international level. This study explores how AI can boost student motivation and engagement in EFL classrooms, guided by specific questions:

1. *How does incorporating AI tools in EFL classrooms impacts student's motivation?*

2. *In what ways do AI-driven tools influence student engagement in EFL learning environments?*

This research builds on J.Piaget's foundational ideas concerning active knowledge construction, which emphasize the learner's central role in building and organizing knowledge through direct experience and engagement [Piaget, 1976]. J.Piaget's theory posits that learning is an inherently active process where students internalize and reshape their understanding through direct interaction with new concepts and problem-solving activities. When applied to the context of EFL instruction, this theory suggests that students benefit from environments that facilitate active engagement, enabling them to apply language rules and vocabulary actively. AI tools, with their capacity for interactivity and adaptability, align closely with these principles. By offering real-time, interactive experiences, AI encourages students to engage dynamically with content, supporting their understanding in a way that is responsive to their individual needs.

Furthermore, the theoretical framework is strengthened by considering H.Gardner's theory of multiple intelligences, which recognizes that students process and engage with information in diverse ways [Gardner & Hatch, 1989]. H.Gardner's model challenges traditional, uniform approaches to teaching, instead underscoring the benefits of adapting instructional strategies to accommodate varied learning modalities, such as linguistic, spatial, and interpersonal intelligences. AI tools, with their adaptable features, can cater to these distinct learning preferences, offering tailored visual aids for spatial learners, interactive simulations for interpersonal learners, and linguistic exercises for students with a verbal inclination. Such personalized adaptability ensures that AI tools are effective in engaging students across a spectrum of learning styles,

thereby enhancing the inclusivity and effectiveness of EFL education.

Through this theoretical lens, the study investigates how AI-driven tools contribute to creating a more inclusive, engaging, and collaborative learning environment. These tools are examined not simply as supplementary aids but as potentially transformative instruments that enhance cognitive engagement, stimulate critical thinking, and provide customized learning experiences. Grounded in these educational theories, this research examines the impact of AI on EFL instruction by conducting a survey at the Branch of the Russian State University of Oil and Gas named after I.M. Gubkin in Tashkent. This context is especially significant as it offers insights into the application of AI in EFL within a Central Asian setting, an area where research is still developing. By understanding student perspectives on AI-enhanced learning, this study seeks to provide valuable insights for educators and policymakers interested in optimizing AI's capabilities to foster better language learning outcomes and support environments tailored to diverse student needs [Al Mandalawi, 2024].

The implications of this study extend beyond capturing student opinions; they offer a broader perspective on the potential of AI integration in EFL pedagogy. As AI becomes more prevalent in educational environments, it is essential for institutions to thoughtfully implement these technologies to maximize their educational benefits while balancing excitement for innovation with the preservation of effective teaching practices [Molenaar, 2022]. Ethical considerations, including informed consent and data confidentiality, are carefully incorporated to uphold the integrity of the research. This study thus serves as a foundation for a nuanced exploration of AI's role in enhancing EFL education, providing insights into how intelligent technology can shape the future of language instruction by supporting varied learning needs and fostering a more individualized learning experience.

**Theoretical background**

Integtating AI in higher education is transforming teaching methodologies, particularly in language learning. AI-driven learning environments align well with J.Piaget's constructivist theory [Piaget, 1976], underscoring the importance of learners actively constructing knowledge through interaction and experience. Moreover, AI supports H.Gardner and T.Hatch's multiple intelligences theory [Gardner & Hatch, 1989], advocating for diverse teaching methods that accommodate various learning styles.

AI's capacity to enhance student motivation and engagement has been widely recognized. M.A. Boden emphasizes AI's ability to provide interactive and dynamic learning experiences that appeal to students, fostering deeper involvement in the educational process [Boden, 2018]. Similarly, P.H. Winne highlights AI's role in promoting student autonomy, suggesting that AI-based learning tools encourage self-directed exploration and a more personalized approach to language acquisition [Winne, 2021]. Beyond motivation, AI also plays a crucial role in increasing student confidence and psychological safety in language learning. W.Holmes and K.Porayska-Pomsta demonstrate how AI facilitates low-pressure language practice, allowing students to develop speaking skills without fear of judgment [Holmes & Porayska-

Pomsta, 2022]. This aligns with N.Curry, who argues that psychological safety is essential for effective learning, as students who feel comfortable making mistakes are more likely to experiment with language [Curry, 2018]. Additionally, F.Huang and B.Zou highlight that AI-assisted rehearsal and skill refinement significantly reduce speaking anxiety and enhance participation in classroom discussions [Huang & Zou, 2024].

Another major advantage of AI is its ability to break down linguistic barriers and enhance contextualized practice. E.Ayedoun argues that AI-driven applications create meaningful language interactions that resemble real-life communication, reinforcing fluency and comprehension [Ayedoun et al., 2015]. K.Ofosu-Ampong adds that AI assists in clarifying contextual meanings, aiding students in better understanding and retaining vocabulary [Ofosu-Ampong, 2024]. These findings are further reinforced by E.Jensen, who highlights AI's adaptability, allowing it to tailor instructional content to individual learner needs [Jensen et al., 2020]. AI's impact is particularly pronounced in the domain of vocabulary acquisition and retention. AI-powered interval repetition systems have been shown to optimize review schedules, improving long-term memory retention, an approach especially valuable in English for Specific Purposes (ESP) learning [Sagdullaev & Berikkyzy, 2022]. Furthermore, F.Huang and B.Zou note that AI dynamically adjusts vocabulary exercises based on learners' progress, offering personalized and efficient learning experiences [Huang & Zou, 2024]. Research consistently underscores AI's superiority in engaging learners when comparing AI tools with traditional teaching materials. M.D. Abdulrahaman highlights the visually interactive nature of AI applications, which surpass conventional textbooks in maintaining student attention and improving comprehension [Abdulrahaman et al., 2020]. X.Chen, Y.-C. Hsu and Y.-H. Ching reinforce this argument, demonstrating that AI-powered personalized learning materials – such as adaptive quizzes and lesson plans – effectively target individual student strengths while addressing areas that require improvement [Chen et al., 2020; Hsu & Ching, 2023].

As AI continues to reshape education, researchers emphasize the need for structured AI integration strategies. S.Forsyth calls for institutions to incorporate AI's strengths into curricula, ensuring its benefits are fully leveraged [Forsyth et al., 2021]. P.Ruiz and J.Fusco highlight the importance of collaboration between educators and AI technologies to create customized and impactful learning experiences [Ruiz & Fusco, 2022]. However, for successful implementation, professional development programs must equip teachers with the skills required to integrate AI effectively into their teaching practices.

## METHODS

The study was conducted among 100 students from the Branch of the Russian State University of Oil and Gas named after I.M. Gubkin in Tashkent, selected through stratified random sampling to ensure diversity across academic majors, years of study, and prior experience with AI in language learning. Collecting demographic data such as age, gender, and English proficiency provided a comprehensive understanding of

the participant pool. It allowed for more accurate analysis of trends in AI adoption and its impact on students' learning experiences.

To ensure reliable responses, students first participated in focus group discussions, engaging in conversations about the survey topics. This preliminary discussion helped clarify their perspectives, ensuring they fully understood the statements before responding. The survey was then distributed via Google Forms, with access links sent through Telegram messenger by their instructors. This method ensured accessibility while maintaining anonymity and data security.

The survey used a Likert scale, a widely accepted psychometric tool, to gauge students' attitudes toward AI integration. Respondents selected one of five responses: strongly agree, agree, neutral, disagree, or strongly disagree. This scale allowed for a nuanced assessment of their perspectives [van Laerhoven et al., 2004]. A pilot study conducted beforehand yielded a J.L. Cronbach's alpha of 0.85, confirming strong internal consistency [Royeen, 1985]. This reliability suggests that the statements effectively captured students' attitudes [Subedi, 2016].

Before examining students' perceptions of AI in language learning, it was necessary to establish which AI tools were commonly used in the classroom. The statement "The most popular ai tools used in the classroom" was included to provide this context, ensuring that the study focused on tools that students actively engaged with rather than theoretical applications. Understanding students' familiarity with specific AI tools helped frame the discussion on motivation and engagement, as the functionalities of these technologies shaped their experiences.

The next part of questionnaire consisted of 11 statements, structured in sections "Motivation" and "Engagement", as these are key factors in successful language learning. AI's ability to influence student motivation has been widely explored in research, with studies highlighting its role in making learning more interactive and engaging [Boden, 2018; Winne, 2021]. The first section examined whether AI tools encouraged curiosity, enhanced confidence, and facilitated vocabulary acquisition. Participants responded to statements such as: "The use of AI-driven tools makes me more curious about learning English" and "Using AI tools in the classroom provides me with confidence when I participate in discussions". These statements were designed to evaluate whether AI increases student engagement and alleviates common challenges in language learning, such as anxiety and lack of motivation [Holmes & Porayska-Pomsta, 2022]. Another statement "AI-driven tools often help me overcome speaking barriers if a teacher lets me use them in the lesson", explored whether AI-supported learning environments fostered greater ease in oral communication [Huang & Zou, 2024]. Given the role of vocabulary acquisition in language mastery, the statement "If I do not know the words, I like that AI provides me with various contexts of their usage, enhancing my motivation to learn them" assessed whether AI's contextualized language support contributed to greater student motivation [Ofosu-Ampong, 2024]. The final statement in this section, "The visual and interactive features of AI-driven tools hold my attention longer than traditional learning materials", examined whether AI's multimedia capabilities sustained attention more effectively than conventional

learning resources [Abdulrahaman et al., 2020].

The second section of the survey focused on engagement, which plays a central role in active learning. Research suggests that students who use AI as a learning aid may demonstrate greater autonomy and participation [Ayedoun et al., 2015]. The first statement in this section, "If AI usage is not restricted in the classroom, I want to do more tasks during the lesson", was included to assess whether access to AI tools encouraged greater task completion and involvement [Winne, 2021]. Another statement, "When I use AI during the lesson, I pay more attention to completing the task's instructions", included to determine whether AI enhances focus and task engagement [Forsyth et al., 2021]. The statement "AI-driven tools provide a comfortable environment for practicing speaking skills without the fear of judgment" was designed to evaluate AI's potential in reducing anxiety and fostering a psychologically safe learning space [Curry, 2018]. While much of the survey focused on student perspectives, two statements aimed to measure students' perceptions of teacher attitudes toward AI in the classroom. "My teachers usually do not give me a chance to participate during the English lessons if I have done the task with the help of AI" explored whether instructors limited participation for students who relied on AI. Similarly, "My teachers have never conducted activities during the lesson when we had to use AI to practice English" examined how teachers integrated AI into classroom activities [Ruiz & Fusco, 2022]. The final statement, "The visual and interactive features of AI-driven tools hold my attention longer than traditional learning materials", was included to explore further whether AI-enhanced engagement and concentration compared to conventional materials [Chen et al., 2020; Hsu & Ching, 2023].

Data analysis combined quantitative statistical methods with qualitative thematic analysis to ensure a comprehensive interpretation of results. This mixed-methods approach provided deeper insights into AI's emotional and practical effects in language learning [Sagdullaev & Berikkyzy, 2022]. All ethical considerations were strictly followed. Students provided informed consent, ensuring they were fully aware of the study's purpose and data security measures. Confidentiality was maintained by anonymizing responses and securely storing all data.

While the study provided valuable insights, several limitations must be acknowledged. The research was conducted at a single institution, which may limit its generalizability. The reliance on self-reported data introduces potential bias, as responses reflect perceptions rather than measurable learning outcomes. Additionally, no objective performance assessments were included, such as test scores or proficiency evaluations. Future research should expand the sample size, incorporate longitudinal data, and use performance-based measures to better understand AI's role in language education.

## RESULTS

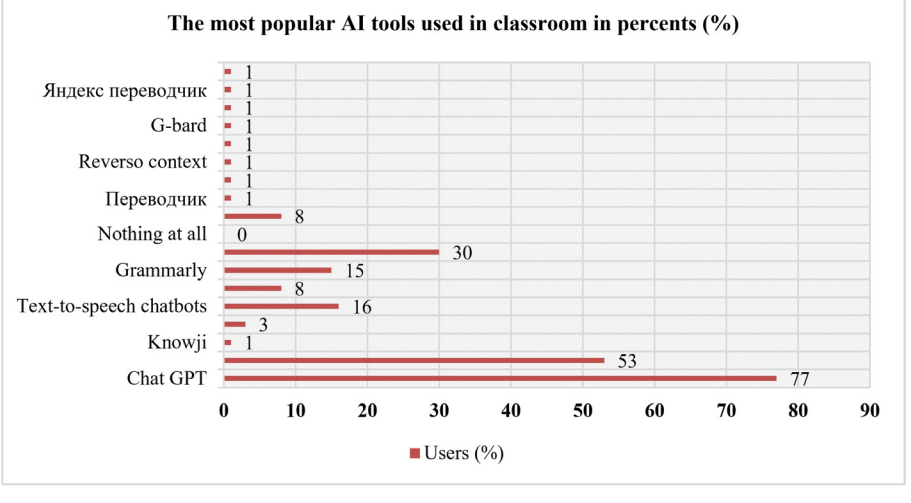
This section presents the findings of the study, focusing on the demographic characteristics of the respondents, their self-reported English proficiency levels, the prevalence of AI tools in English language learning, and their perceptions of AI integration in the classroom. The age group with the largest representation is 22 years.

Next is followed by the 21-year-old and the 20-year-old. The groups aged 18 and 19 have fewer participants. This distribution suggests a concentration of respondents within the early 20s, with a smaller presence in the younger age groups, where the percentage of male representatives significantly dominates over females.

The largest proportion of respondents identified their English proficiency as Intermediate. This suggests that a majority of the participants possess a moderate command of English, likely allowing them to engage in conversational contexts with some complexity. The second-largest group, rated their proficiency at the Elementary level, indicating a basic understanding of the language, likely limited to fundamental vocabulary and simple expressions. A smaller segment, self-identified as Advanced, suggesting they possess a high level of proficiency, enabling them to use English fluently in both formal and informal contexts.

Figure 1, titled "The most popular AI tools used in the classroom", presents a bar graph illustrating the percentage-based adoption of various AI tools in English language classrooms. The data is derived from a sample of 100 respondents. Among the tools surveyed, ChatGPT emerges as the most widely utilized, with 77% of respondents incorporating it into their language learning activities, highlighting its predominant role in AI-assisted education. Google Lens follows, reported as a learning aid by 53% of students. Quizlet is also frequently used, with a 30% adoption rate. Additional tools, such as text-to-speech chatbots and Grammarly, are employed by 16% and 15% of respondents, respectively. Meanwhile, Notion and the OpenAI image generator are each used by 8% of students. A few AI tools, including Knowji, Dscribe, Reverso Context, and various translators, were mentioned by only 1% of respondents, indicating minimal usage in the classroom setting (See Figure 1).

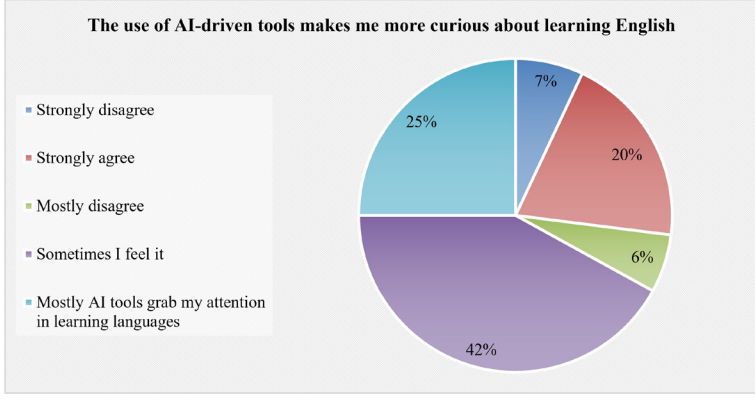
*Figure 1.*




Looking at the results of the first statement from the "Motivation" part: "The use of AI-driven tools makes me more curious about learning English", it is noteworthy that a substantial majority of respondents, representing 67%, have positive inclinations, with 42% strongly agreeing and 25% mostly agreeing with the statement (See Figure

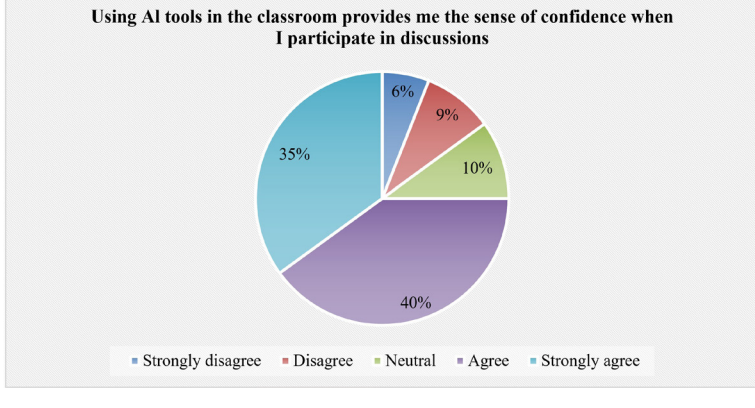
2). Conversely, a smaller segment comprising 27% expresses less enthusiasm, with 20% mostly disagreeing with and a mere 7% strongly disagreeing. Notably, a fraction of the respondents, indicated by 6%, have an ambivalent stance, sometimes feeling that AI tools arouse their curiosity. Overall, the chart reflects a predominant interest in AI-driven tools as a catalyst for learning English, with a significant proportion of participants acknowledging their positive influence.

*Figure 2.*




The second question (See Figure 3) aimed to check the statement, "Using AI tools in the classroom provides me the sense of confidence when I participate in discussions", and 40% of the respondents strongly agree that AI tools give them a confidence edge. In comparison, 35% agree to a slightly lesser extent. Taken together, 75% of the respondents find AI tools beneficial for their confidence in class discussions. A small slice, 10%, sits on the fence with a neutral view. Those who disagree or strongly disagree, making up 9% and 6%, respectively, represent the few who do not find AI tools as confidence-boosting in the educational context. Overall, it is clear that most students surveyed appreciate AI tools' support in making them feel more assured when they speak up in class.

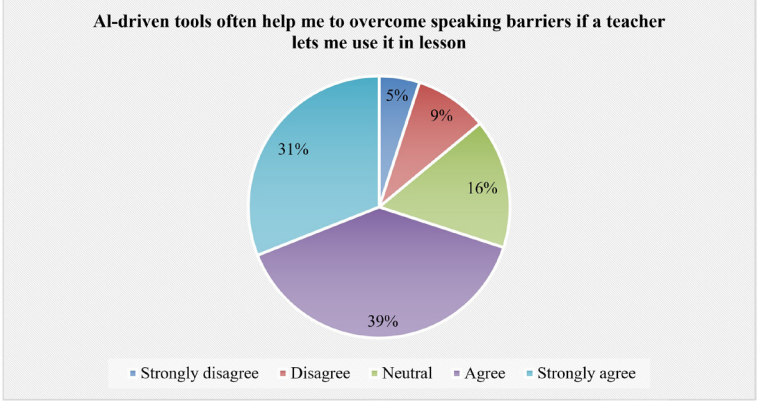
*Figure 3.*




The third question (See Figure 4) examined the statement, "AI-driven tools

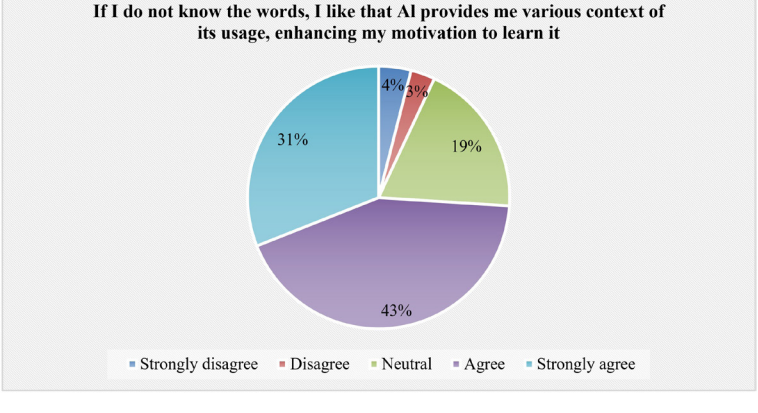
often help me to overcome speaking barriers if a teacher lets me use it in a lesson", delving into students' perceptions of the effectiveness of AI-driven tools in overcoming speaking barriers during lessons. A significant 39% of the respondents strongly feel that these tools aid them, while 31% agree, summing up to 70% who perceive AI tools as beneficial. Neutral opinions comprise 16%, showing a sizable group that neither agrees nor disagrees with the statement. Meanwhile, a minority of 9% disagrees, and an even smaller group of 5% strongly disagrees with the sentiment that AI tools help overcome speaking challenges in the classroom. This data suggests that the majority of most students find AI tools valuable for enhancing their speaking abilities during lessons.

*Figure 4.*



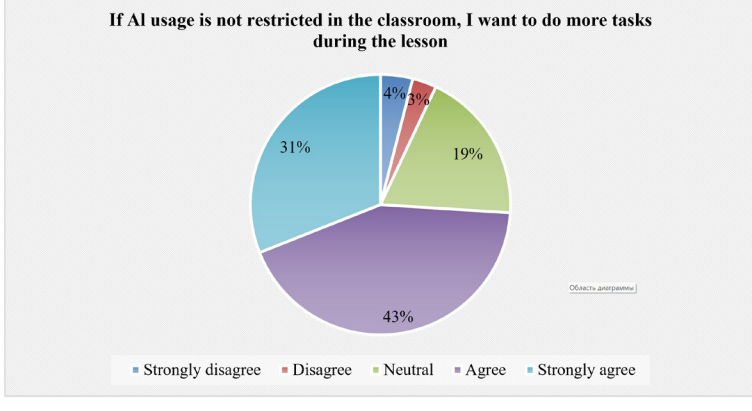

The next question (See Figure 5) aimed to investigate the statement, "If I do not know the words, I like that AI provides me various contexts of its usage, enhancing my motivation to learn it". The largest segment, 43%, strongly agrees with the statement, suggesting they find the context provided by AI very motivating. Another 31% agree, combined with the previous group, shows a substantial majority of 74% in favor of using AI for context in language learning. A smaller portion of 19% remains neutral, while only 6% either disagree or strongly disagree. This data implies that most learners appreciate the contextual assistance AI offers, finding it a valuable asset in their educational journey.

*Figure 5.*



The statements from the part "Engagement" also provide significant data to understand students' willingness to utilize AI, and the first question (See Figure 6) examined the statement "If AI usage is not restricted in the classroom, I want to do more tasks during the lesson". The results depict that a combined total of 64% of respondents, comprising 43% who strongly agree and 21% who agree, indicates a high enthusiasm towards increased task engagement when AI tools are freely available. In contrast, only 7% of respondents disagree, and 17% strongly disagree, suggesting a small minority are less inclined to do more tasks under such circumstances. Neutral responses account for 24%, signifying a quarter of the surveyed individuals are undecided about the impact of unrestricted AI on their task engagement. Overall, the data suggests that most learners are motivated to be more task-active with the freedom to use AI tools in the classroom.

*Figure 6.*




The second question (See Figure 7) focused on the statement, "When I use AI during the lesson, I pay more attention to completing the task's instructions", revealing that the majority, 40%, strongly agree that they pay more attention to the task's instructions with the use of AI. Another 21.1% agree, though less emphatically, combining for 61.1% in favor of AI's influence on their attentiveness. A minority of 10% disagrees with this sentiment, and a smaller portion of 3.3% strongly disagrees. Those who are neutral on the matter constitute 25.6% of the responses. This indicates that many individuals feel that AI tools help to enhance their concentration on task instructions during lessons.

The statement "AI-driven tools provide a comfortable environment for practicing speaking skills without the fear of judgment" provides insight into perceptions of AI-driven tools and their role in creating a comfortable environment for practicing speaking skills without fear of judgment (See Figure 8). The majority, representing 35.5%, strongly agree with this sentiment, indicating high comfort with AI tools. Another 31.2% agree, suggesting that they also find AI tools to be a safe space for practicing language skills. A portion of respondents, 24.7%, remain neutral, neither agreeing nor disagreeing. On the other end of the

spectrum, a smaller group of 8.6% either disagrees or strongly disagrees, indicating some reservations or different experiences with using AI for language practice. Overall, the responses reflect a largely positive view of AI as a supportive tool in language learning.

*Figure 7.*

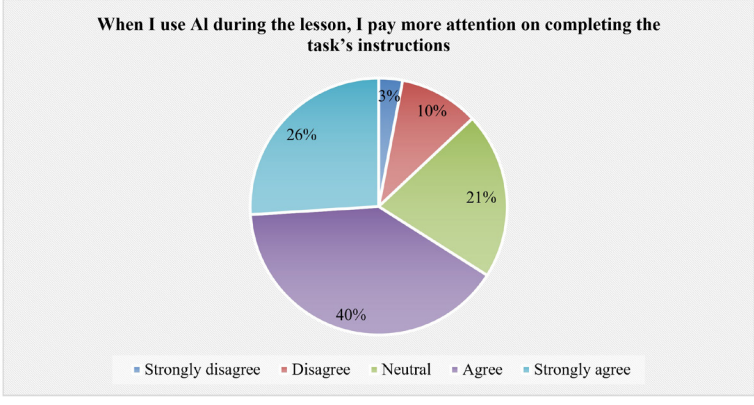
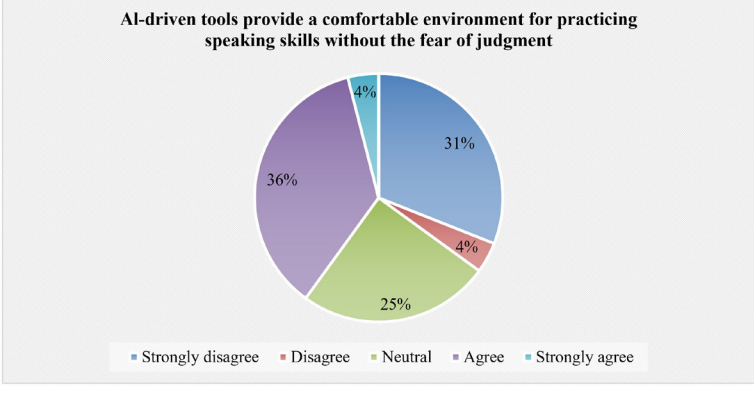



*Figure 8.*




The next statements aimed to investigate their prior experience with AI harnesses during the lessons.

It was revealed (See Figure 9) that a majority of 64.8% of students report that their teachers usually do not allow them to participate in English lessons if they have completed their tasks with the help of AI. Meanwhile, 35.2% have a contrasting experience, indicating that they are mostly allowed to participate.

Another chart (See Figure 10) shows that 63.2% of students state that their teachers have never used AI to conduct activities in English lessons, which suggests a significant portion of educators are not incorporating AI into their teaching practices. On the other hand, 13.8% of students have had teachers who utilize AI in lessons, and 23% are unsure about their teachers' usage of AI tools.

These charts suggest a hesitancy or lack of adoption of AI-driven tools in English language classrooms from a student perspective, whether for task completion

or as part of active learning exercises.

*Figure 9.*

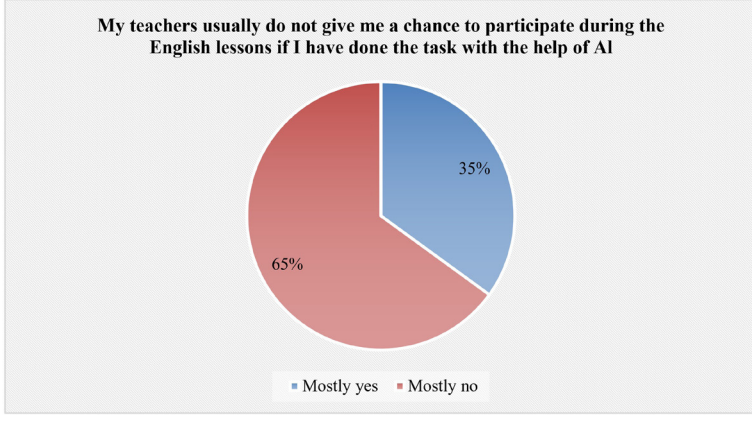
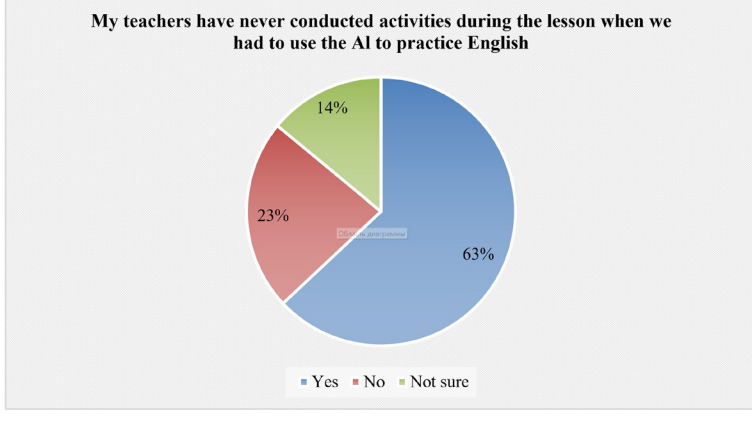



*Figure 10.*



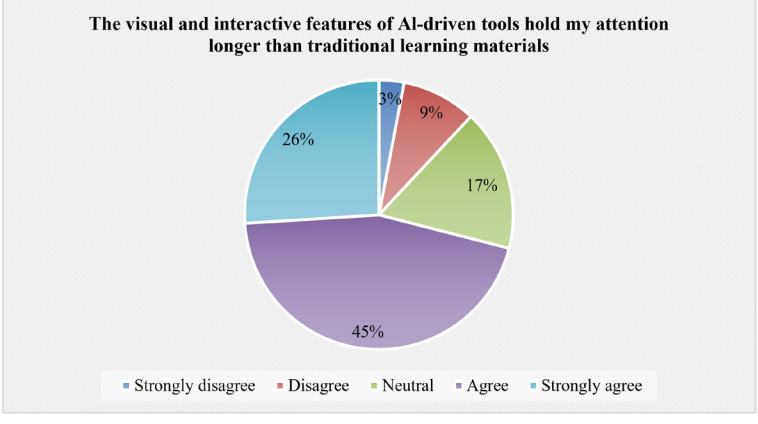

The last pie chart captures opinions related to the statement, "The visual and interactive features of AI-driven tools hold my attention longer than traditional learning materials" to understand whether the visual and interactive features of AI-driven tools are more engaging than traditional learning materials (See Figure 11). A combined 71% of respondents find AI tools more attention-grabbing, with 45% strongly agreeing and 26% agreeing. Meanwhile, 17% of individuals maintain a neutral stance. A minority of respondents, totaling 9%, disagree or strongly disagree, suggesting that not everyone finds AI features to be more captivating than conventional resources. This information indicates a strong preference for the engaging qualities of AI in learning environments.

## DISCUSSION

The findings of this study largely align with existing research, confirming AI's significant role in enhancing student motivation, engagement, and confidence in language learning. The strong student preference for AI-driven educational tools observed in this study echoes M.A. Boden's assertion that AI fosters greater involvement in learning through interactive and personalized experiences [Boden,

2018]. Similarly, the results support P.H. Winne's findings, emphasizing AI's ability to promote autonomy and self-directed learning [Winne, 2021].

*Figure 11.*




A key takeaway from this study is AI's positive impact on student motivation, with approximately two-thirds of respondents reporting increased interest and curiosity when AI tools were integrated into their lessons. This aligns with M.A. Boden's claim that AI enhances engagement by making learning more dynamic and interactive [Boden, 2018]. However, the study also revealed a notable minority (about one-quarter) of students who remained ambivalent or indifferent toward AI's role in their learning experience. This highlights an important limitation of AI's effectiveness, suggesting that while AI-based approaches appeal broadly, they do not universally engage all learners – emphasizing the need for individualized teaching strategies. Another significant finding was the role of AI in boosting student confidence in oral discussions. Nearly three-quarters of students reported feeling more comfortable participating in classroom discussions when supported by AI tools. This observation directly supports W.Holmes and K.Porayska-Pomsta, who argue that AI enables students to rehearse and refine their speaking skills in a low-pressure environment, reducing classroom anxiety [Holmes & Porayska-Pomsta, 2022]. Additionally, this study reinforces F.Huang and B.Zou's assertion that AI-assisted preparation contributes to higher participation rates and improved language proficiency [Huang & Zou, 2024].

Participants also strongly affirmed the ability of AI to transcend linguistic barriers and enhance comprehension. A majority of students perceived AI as a valuable tool for language practice and vocabulary retention, a conclusion that aligns with E.Ayedoun, who emphasized AI's effectiveness in facilitating realistic, meaningful language interactions [Ayedoun et al., 2015]. Similarly, the study supports K.Ofosu-Ampong's findings on AI's role in clarifying contextual meanings, strengthening students' understanding of new vocabulary [Ofosu-Ampong, 2024]. These findings further validate E.Jensen, who highlighted AI's adaptability in personalizing instruction to meet individual learner needs [Jensen et al., 2020].

The study also revealed that unrestricted access to AI tools positively correlates

with increased student engagement, as students who could use AI resources on demand were more willing to complete assignments and interact with course content. This supports P.H. Winne's argument that autonomy in AI use drives student participation [Winne, 2021]. Additionally, many students reported that AI helped them maintain focus and concentration on task instructions, reinforcing research by S.Forsyth, highlighting AI integration's cognitive benefits [Forsyth et al., 2021]. AI was also found to contribute to a psychologically safe learning environment, with students expressing lower anxiety about making mistakes when using AI-based tools. This finding directly agrees with N.Curry, who emphasized the importance of psychological safety in language learning [Curry, 2018]. By reducing the fear of judgment, AI fosters an inclusive and supportive classroom environment where students feel more comfortable experimenting with language. Despite student enthusiasm for AI, a significant gap between student receptivity and educator acceptance was identified. Many students reported that their instructors were hesitant to fully integrate AI into their teaching methods. This discrepancy mirrors P.Ruiz and J.Fusco's findings, which stress the importance of professional development programs to equip teachers with the necessary skills to leverage AI's full pedagogical potential [Ruiz & Fusco, 2022]. Addressing this gap is crucial to ensuring AI's successful implementation in educational settings.

Finally, this study confirms the widely recognized preference for AI-driven learning tools over traditional materials. AI's interactive and visually engaging features were perceived as more effective in capturing student attention and enhancing comprehension, supporting M.D. Abdulrahaman, who demonstrated that AI surpasses conventional textbooks in fostering engagement [Abdulrahaman et al., 2020]. X.Chen, Y.-C. Hsu and Y.-H. Ching further reinforce this perspective, highlighting how AI-powered adaptive materials enhance the learning experience [Chen et al., 2020; Hsu & Ching, 2023].

Overall, the findings strongly suggest that AI tools align with students' learning preferences, offering support for motivation, engagement, and confidence-building. However, individual differences in student response and teacher reluctance to adopt AI present challenges that require targeted strategies for effective AI integration. By addressing these issues through professional development and structured AI implementation, educators can maximize AI's potential to foster a more interactive and student-centered learning environment.

## CONCLUSION

To sum up, the data show that most students find AI tools beneficial for stimulating curiosity and making the learning process more engaging. Respondents report heightened interest in learning English with AI tools, as students believe these tools boost their confidence in class discussions. Additionally, students view AI as helpful for overcoming speaking barriers and appreciate AI's ability to provide contextual meanings that enhance vocabulary learning. The findings emphasize that AI tools, by offering personalized and interactive learning experiences, meet the

evolving expectations of students who seek more dynamic and supportive learning environments.

Furthermore, the preference for AI-driven tools over traditional materials is clear, as students indicate that AI's visual and interactive features capture their attention more effectively. This reflects a growing demand for educational resources that are not only informative but also engaging, thus promoting active learning and sustained focus. Importantly, AI's role in creating a judgment-free space allows students to experiment and practice without the fear of making mistakes, ultimately boosting their confidence and willingness to participate in classroom activities.

However, a notable gap exists between student enthusiasm for AI and educator acceptance. While students are eager to leverage AI for enhanced learning, a significant portion of them report that their teachers are hesitant to integrate AI into their instructional practices. Specifically, more than half percent of students state that their teachers have never used AI during lessons, and observe a reluctance among instructors to allow AI-driven task completion. This discrepancy highlights a need for institutional support and professional development to help educators understand and utilize the pedagogical potential of AI. Institutions should provide training for teachers on effective AI integration in language learning, to be more precise, educators need guidance on using AI tools to enhance engagement, provide real-time feedback, and create interactive learning experiences. While AI offers unique benefits, combining AI tools with conventional methods, a balanced approach can ensure a well-rounded learning experience. Teachers should use AI to supplement – not replace – traditional pedagogies, leveraging its strengths while addressing its limitations. Understanding the sustained impact of AI on student performance and confidence can inform future AI implementations and help refine adaptive learning strategies.

So, AI can potentially transform language learning by fostering motivation, engagement, and confidence. However, to fully realize these benefits, educators must be equipped to harness AI effectively, and institutional policies should support AI's thoughtful integration into the curriculum. Through the strategic use of AI, educational environments can evolve to meet the diverse needs of today's learners, creating a more interactive and student-centered approach to language acquisition.

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