USING AI TOOLS TO ENHANCE ENGLISH LANGUAGE LEARNING

Abbasova Nargiza Kabilovna
Associate professor, PhD,
Fergana State University, Uzbekistan
E-mail: abbasovanargiza@gmail.com
Shikina Anastasiya Aleksandrovna
Master
Fergana State University
E-mail: stasyashikina29@gmail.com

Abstract: The integration of Artificial Intelligence (AI) tools into English language learning has transformed how students acquire, practice, and express linguistic knowledge. AI-driven platforms support personalized feedback, adaptive content, and creative task engagement, enhancing learners' self-efficacy and imagination. However, the effectiveness of AI depends on students' literacy, attitudes, and interaction with technology. This paper explores how AI applications foster creativity and confidence in English language learners.

Keywords: Artificial Intelligence, English learning, creativity, confidence, self-efficacy

Artificial Intelligence (AI) technologies have become a defining feature of modern education, reshaping English language learning environments through adaptive systems, automated assessment, and multimodal communication. AI tools such as chatbots, grammar assistants, and generative platforms allow students to engage in meaningful, personalized learning experiences that go beyond traditional instruction. As recent studies suggest, AI can positively affect learners' creativity and self-confidence when effectively integrated into language pedagogy (Chauhan & Soni, 2024; Habib et al., 2024). Nonetheless, questions remain about whether such tools genuinely empower learners or simply create "artificial confidence" (Reich & Teeny, 2025).

This article is based on a review of recent scholarly literature on AI and language learning, focusing on empirical and conceptual studies published between 2024 and 2025. Research findings were synthesized from journals in psychology, creativity, education, and AI application. The review identified key themes regarding how AI tools influence students' creativity, confidence, and self-efficacy in language learning contexts.

AI tools offer individualized feedback that fosters students' confidence and autonomy in language learning. According to El-Sayed et al. (2025), learners with higher AI literacy exhibit stronger career and talent self-efficacy, suggesting that understanding how to interact with AI enhances self-perception of ability. In English learning, platforms like Grammarly or ChatGPT provide instant correction and tailored suggestions, allowing students to recognize progress and reduce fear of making mistakes.

AI-driven applications stimulate creativity by offering interactive prompts, creative writing models, and generative linguistic outputs. Habib et al. (2024) highlight that AI encourages divergent thinking by exposing learners to novel linguistic forms and stylistic patterns. Similarly, Chandrasekera et al. (2025) demonstrate that AI supports creative ideation in design processes-principles that can be transferred to language production tasks, where students explore multiple expressions of meaning through experimentation.

McGuire et al. (2024) emphasize the importance of co-creation between humans and AI, showing that collaborative engagement with intelligent systems enhances self-efficacy in creative tasks. When English learners use AI collaboratively-for instance, brainstorming essay ideas or dialogic simulations-they experience a sense of shared agency that strengthens confidence. AI acts not as a replacement for human input but as a supportive partner in linguistic exploration.

While AI tools can build confidence, overreliance may lead to what Reich and Teeny (2025) describe as "artificial confidence." Learners may perceive inflated competence when AI-generated responses mask linguistic weaknesses. This phenomenon underscores the importance of teacher mediation and critical AI literacy to help students differentiate between authentic skill development and AI-assisted performance.

Assessing creativity in AI-supported contexts presents new challenges. Acar (2025) argues that traditional measures of creativity must evolve to reflect hybrid human-AI contributions. In English learning, evaluating originality and self-expression should consider

how students use AI to enhance-not replace-their own ideas. This requires a pedagogical shift toward evaluating creative processes alongside linguistic accuracy.

Learners' attitudes toward AI significantly influence their creative and confident engagement. Chauhan and Soni (2024) found a positive relationship between attitudes toward AI, creativity, and self-esteem among students. When learners view AI as a supportive tool rather than a judgmental evaluator, they are more willing to take linguistic risks and express innovative ideas. Thus, cultivating positive dispositions toward AI is crucial for maximizing its educational benefits.

The integration of AI tools into English language learning offers substantial potential for enhancing student creativity, self-efficacy, and confidence. Through personalized feedback, generative writing support, and collaborative engagement, learners gain both linguistic competence and expressive freedom. However, teachers must ensure that AI use promotes genuine learning rather than artificial confidence.

Future English pedagogy should therefore prioritize AI literacy, critical reflection, and balanced co-creation. As research indicates (McGuire et al., 2024; Habib et al., 2024), the most successful outcomes occur when human creativity and technological intelligence interact harmoniously, enabling learners not only to master English but also to develop as confident, innovative communicators in the digital age.

References:

1. Acar, S. (2025). Creativity assessment, research, and practice in the age of artificial intelligence. Creativity Research Journal, 37(2), 181-187.
2. Chandrasekera, T., Hosseini, Z., & Perera, U. (2025). Can artificial intelligence support creativity in early design processes?. International journal of architectural computing, 23(1), 122-136.
3. Chauhan, S., & Soni, S. (2024). Relationship between Artificial Intelligence and Attitude along with Creativity and Self Esteem among Students. International Journal of Interdisciplinary Approaches in Psychology, 2(5), 1225-1251.
4. El-Sayed, B. K. M., El-Sayed, A. A. I., Alsenany, S. A., & Asal, M. G. R. (2025). The role of artificial intelligence literacy and innovation mindset in shaping nursing students' career and talent self-efficacy. Nurse Education in Practice, 82, 104208.
5. Habib, S., Vogel, T., Anli, X., & Thorne, E. (2024). How does generative artificial intelligence impact student creativity?. Journal of Creativity, 34(1), 100072.
6. McGuire, J., De Cremer, D., & Van de Cruys, T. (2024). Establishing the importance of co-creation and self-efficacy in creative collaboration with artificial intelligence. Scientific Reports, 14(1), 18525.
7. Abdumuratovich, K. S. "Comparison of AI Policy." *SO 'NGI ILMIY TADQIQOTLAR NAZARIYASI* 7.4 (2024): 204-206.