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ARTIFICIAL INTELLIGENCE AS AN ASSISTANT TO THE ENGLISH LANGUAGE TEACHER IN DEVELOPING EDUCATIONAL MATERIALS

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ABSTRACT

We live in a digital age where artificial intelligence systems exert a profound influence on various spheres of human activity. Traditional language learning methods are becoming less effective, gradually being pushed into the background. It is for this reason that artificial intelligence (AI) comes to the rescue, fundamentally transforming the conception of language acquisition and pedagogy as a whole. This article examines the capabilities of artificial intelligence (AI) in the context of teaching practice and the types of neural systems being actively integrated into the study of the English language.

Keywords: English, Artificial Intelligence, AI, Learning, Teaching, Languages

INTRODUCTION

In the era of digitalization, artificial intelligence (AI) is increasingly permeating various spheres of human activity, such as medicine, finance, transportation, and marketing. It should be noted that linguistics is also undergoing transformations due to the development of neural systems.

AI is being integrated into the educational process by both teachers and students on a daily basis. The development of deep learning - an approach in machine learning based on artificial neural networks with multiple layers for performing complex tasks - has led to the emergence of various forms of English language learning, making the educational process more engaging and stimulating (Ganehedara 30).

Until relatively recently, teachers managed without the assistance of neural networks, developing exclusive assignments and tests, while students, in turn, applied effort to learn English using their own knowledge and skills, managing without the help of the Internet or other information resources. It is important to note that in our time, training and professional development have become critically important in the teaching profession.

OBJECTIVE

Previously, artificial intelligence in the context of education was explored in the work of Karpovich E.M., "The Application of Artificial Intelligence in Foreign Language Teaching» Karpovich (2023). This study provides a general theoretical analysis of AI's potential, examining aspects such as the automation of assignment checking, adaptive learning, and the creation of basic educational

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materials. The research is of a review nature and focuses on the general principles and potential of AI integration. Furthermore, Beverly Woolf, a scholar in the field of Intelligent Tutoring Systems, in her seminal work "Building Intelligent Interactive Tutors," conducted research on the development of adaptive educational systems, such as AutoTutor, PAT (Professor's Assistant Tool), and others Woolf (2010).

Simultaneously, artificial intelligence assists teachers in generating lesson plans, presentations, questions, tests to assess student knowledge, and much more. Given the development of information resources, a question arises: to what extent are neural systems an effective tool in learning English, as well as in developing educational materials? To answer this question, this study examines methods of learning English for students with the help of AI, as well as tools being introduced by teachers into the educational process. For the analysis of AI platforms, the following services were selected: TWEE, SkyTeach, Netspeak.org, AICOMICFACTORY.COM, and QUIZZIZ. The assessment methodology involved direct operational testing of all tools, maintaining "Air Travel" as the consistent contextual framework throughout. It should also be noted that each tool was tested through direct use, evaluating criteria such as: content generation capabilities, customization options (e.g., adjusting for language level, topic), user interface and efficiency for teacher use, and the types of learning skills targeted (e.g., reading, listening, vocabulary). Let us now consider the neural services that assist the teacher in developing educational materials and make the learning process more engaging.

ANALYSIS OF AI-POWERED PLATFORMS FOR ENGLISH LANGUAGE TEACHING

The first neural network considered in this study is Twee (Twee). Twee is an artificial intelligence tool created for English teachers, simplifying lesson planning through tools for creating quizzes, stories, articles, and much more. As teachers themselves acknowledge, the service is incredibly convenient for preparing lessons for students. The platform allows for the generation of diverse tasks across various aspects of the English language. A teacher can generate a text on a specific topic and also input vocabulary for the student, thereby reviewing and reinforcing the material covered. To substantiate this claim, a practical experiment was conducted, demonstrating the functional capabilities of the service under investigation. On the randomly selected topic of "AIR TRAVEL," target vocabulary reflecting the theme of air travel was entered into a special field, corresponding to a specific language proficiency level. The service then offers the possibility to choose a text genre, ranging from a simple review to a business dialogue or fictional narrative. The parameters selected for analyzing the advantages of the TWEE platform were as follows (e.g., Figure 1).

Thus, a fictional text with specified parameters was generated based on a specific query. Following this, a wide array of additional tools can be utilized to practice vocabulary, reading, listening, grammar, and speaking skills based on this text. However, a drawback of this resource is that not all options are free; some tools require a payment. Consider the additional options available for our text: multiple choice questions, true/false statements, open-ended questions for discussion, vocabulary lists with definitions for the topic and level, etc. For grammar practice, the following options are available: fill-in-the-blank exercises with the target vocabulary, matching exercises with words and definitions, and word formation tables for root words. Speaking practice also includes a vast number of tasks, for example, role-plays or scripts based on a specific dialogue.

The Twee service also provides teachers with ready-made lessons and lesson plans on various contemporary topics. However, based on an analysis of these teaching materials, it should be noted that the material requires some refinement, as neural networks often operate according to a specific template.

The next useful resource with ready-made lesson plans and engaging assignments is SKYTEACH (Skyteach). An analysis of the platform, which offers ready-made lessons for learning English and teacher training, revealed some shortcomings that cannot be overlooked. Let us examine one of the materials found - a ready-made lesson on the topic "Air Travel." The prepared lesson includes a large number of tasks aimed at practicing vocabulary and expanding the lexical range related to the topic. The emphasis is placed on oral communication and the use of vocabulary in simulated real-life situations. This approach is known as Task-Based Learning.

Accordingly, this methodological material lacks a "lead-in" stage, which is essential for activating students' prior knowledge and recalling previously learned vocabulary on the topic, as well as for engaging them in thematic communication. Another shortcoming is the excessive amount of vocabulary introduced, coupled with a limited number of tasks for vocabulary practice, particularly controlled practice, which is a key component of a methodologically well-structured lesson. It should also be noted that other equally important aspects of English language learning are entirely absent, namely listening, reading, and writing. The estimated time for completing this lesson is 50 minutes, which is highly inefficient given the limited scope of activities.

Thus, while the presented material serves as an excellent resource for introducing new vocabulary on the topic of "Air Travel," from a methodological standpoint, this lesson plan does not fully align with the essential stages of language instruction that ensure the development of all aspects of English proficiency.

Another equally important resource for learning English is the website NETSPEAK.ORG (netspeak.org). Its main task is to show how words and phrases are actually used in the language, based on the analysis of a vast corpus of internet texts. Simply put, it is a powerful tool for those who want to speak and write in English naturally and correctly. For instance, let us examine the lexical collocations associated with our theme of "Air Travel." When inputting the construction "get in a plane" to convey the meaning of boarding a flight, the system demonstrates that while technically possible, this combination exhibits low frequency of usage.

Conversely, querying "board a flight" yields numerous usage examples, confirming the grammatical and collocational appropriateness of this verb within the given context. This clearly illustrates that the fixed phrase "board a flight" represents the linguistically appropriate norm for describing aircraft boarding procedures, whereas alternative verbal constructions are either non-standard or unidiomatic. When uncertain about the lexical collocation of a word, the service suggests the most common usage patterns of that word with others, showing frequency percentages in brackets. Using square brackets allows users to explore the most frequent idioms and their usage in language context.

For students who are comic enthusiasts, the neural network AICOMICFACTORY.COM was developed (aicomicfactory.com). AICOMICFACTORY.COM is an online platform that uses artificial intelligence to automatically create comics and graphic novels. The user simply inputs text (an idea, script, description), and the AI generates the visual content. Thus, this service offers a practical orientation, allowing for the practice of vocabulary, speaking, and other receptive and productive skills. Within the framework of this study, the following query on the topic of "Air Travel" was utilized: "A story about a teenager who is flying alone for the first time and loses her boarding pass". The service provided a four-panel comic that can be used in English language teaching materials. For example, the comic strip format engages students in the learning process by combining entertaining content with English language instruction. The use of key vocabulary from the "Air Travel" lesson when describing picture sequences enables learners to practice an entire lexical set and reinforce it within a specific thematic context. Furthermore, when combined with grammar practice, such as the Present Simple tense, this approach allows students to assimilate two learning objectives simultaneously - a method considered highly effective in foreign language teaching methodology.

QUIZZIZ is a free educational online service that allows users to create and conduct quizzes or use ready-made quizzes selected from a catalog (Quizizz). The Quizizz.com internet service provides functions for conducting competitions and quizzes in real-time. The cloud-based system allows for creating a game, displaying it on a large screen or laptop, and connecting participants using mobile devices. Within the framework of this study, the following query on the topic of "Air Travel" was generated: "Create a 10-question multiple choice quiz about airport procedures and vocabulary for A2+ level students." Based on this prompt, the service's neural network produced a ready-to-use quiz containing questions such as:

1) Where do you go first when you arrive at the airport for a flight?
2) What is the document that gives you permission to board the plane called?
3) What is the area where your luggage is checked for prohibited items called?

Time limits and additional parameters can also be set. A table of correct and incorrect answers is provided at the end. This task is particularly well-suited for pair or group work, engaging students with the topic through entertaining content that incorporates competitive elements. Thus, a teacher can create an interesting intellectual game, conduct quick testing on any topic, and track the results of each student individually.

ADVANTAGES AND LIMITATIONS OF AI INTEGRATION

The analysis of the five digital platforms allows for the identification of both undeniable advantages and certain limitations in the use of AI tools in the educational process. It should be noted that services like Twee demonstrate high efficiency in creating materials adapted to the specific needs of students (B1 level, target vocabulary), significantly saving teachers' time in lesson preparation. Visualization through comics (AICOMICFACTORY.COM) and gamification through quizzes (QUIZZIZ) transform routine exercises into engaging tasks, representing an ultra-modern approach to learning. However, this study, through the analysis of SKYTEACH materials, shows that artificial intelligence often reproduces template lesson structures, which can limit the practice of productive and receptive skills and fail to account for the specifics of a particular student group. In the specific example of the "Air Travel" lesson, there is a predominance of vocabulary-focused tasks, to the detriment of further development of grammatical skills, listening comprehension, and analytical reading. Furthermore, modern methodology for teaching English prescribes certain key stages for a systematically correct lesson, including a final stage of reflection. This is a purposeful process during which the student comprehends, analyzes, and evaluates not only the acquired knowledge but also the very process of their learning. The ready-made materials in the Twee and SKYTEACH services do not include a reflection stage, which constitutes an illogical and systematically incorrect conclusion to a lesson for students. Nevertheless, it is important to note that neural systems demonstrate significant potential in the educational process, offering tools for personalization, visualization, and gamification of learning.

CONCLUSION

Thus, having considered several resources that assist the English language teacher in developing educational materials, it is important to note that artificial intelligence facilitates the professional activities of English teachers, significantly reducing the time spent on developing various presentations, questions, and tests. In turn, teachers can devote more time to lesson preparation to make the learning process as interesting and effective as possible for their students.

It is important to note that, in contrast to the scholarly works of E.M. Karpovich and Beverly Woolf, this study demonstrates the practical potential of artificial intelligence, moving beyond a purely theoretical discussion. While the foundational ideas discovered

by these researchers provide a profound understanding of AI's mechanisms - thereby enriching the existing knowledge base of neural networks - our research contributes new resources for maximizing effectiveness in English language teaching.

Undoubtedly, artificial intelligence should be considered as a teacher's assistant. It is the teachers who play a fundamental role in teaching students English, since most neural systems operate according to templates, and teachers still must supplement and improve materials to help students master the language.

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