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PRACTICAL USE OF ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH TO 5TH GRADE STUDENTS

Abstract. This article explores the integration of artificial intelligence (AI) into English language teaching for 5th grade students, a group of learners who are at a critical stage of developing both language skills and learning strategies. The rapid growth of digital technologies and children's natural curiosity about new tools make this age group particularly receptive to AI-based learning solutions. The paper emphasizes how AI can support teachers in several important ways, including creating individualized learning paths that adapt to the strengths and weaknesses of each student, providing opportunities to practice communication skills in safe and interactive environments, and offering adaptive vocabulary training through games, quizzes, and repetition techniques.

In addition, AI platforms can supply instant feedback on grammar, spelling, and pronunciation, helping students correct mistakes immediately and encouraging them to take responsibility for their learning progress. The article

provides practical classroom examples to illustrate how teachers can integrate AI into lesson plans—for instance, by using chatbots to simulate dialogues, employing vocabulary apps with spaced repetition, or gamifying tasks with leaderboards and rewards. Ultimately, the paper argues that AI should not be viewed as a replacement for teachers but rather as a valuable assistant that enriches the learning process. By combining teacher guidance with AI-powered support, English lessons can become more engaging, motivating, and effective for young learners.

Keywords: artificial intelligence, pronunciation feedback, gamification, motivation in language learning, digital tools in education, adaptive learning, classroom integration.

Introduction

The rapid advancement of digital technologies over the past two decades has transformed almost every aspect of modern life, including education. Among these innovations, artificial intelligence (AI) has emerged as one of the most influential forces reshaping teaching and learning practices across the globe. AI-powered systems are now being used not only in higher education and professional training but also in primary and secondary schools, where they provide teachers with new tools for personalization, assessment, and student engagement [Holmes, Bialik, & Fadel, 2019]. For language education in particular, AI holds exceptional promise. The study of languages requires constant practice, feedback, and interaction, all of which can be supported by adaptive algorithms, speech recognition tools, and intelligent tutoring systems.

Within this broader context, English language teaching (ELT) stands out as an area where AI technologies have found particularly fertile ground. English has become the lingua franca of global communication, and proficiency in English opens access to academic, professional, and cultural opportunities worldwide. Therefore, many education systems place significant emphasis on English learning from the early grades of schooling. For young learners, especially those in the 5th grade (around 10-11 years old), English learning is not only about acquiring grammar and vocabulary but also about developing communicative skills, cognitive strategies, and the motivation to engage with a new linguistic and cultural world [1].

The 5th grade represents a critical developmental stage for language learning. At this age, students are generally capable of more abstract thinking than in earlier grades, yet they still benefit greatly from concrete, interactive, and engaging learning experiences. They are curious about digital technologies, open to experimentation, and motivated by playful and gamified approaches to learning. This combination makes them particularly receptive to AI-based tools, which can provide individualized feedback, interactive practice, and adaptive challenges that align with their developmental needs [2]. Moreover, AI platforms are designed to analyze learner performance in real time, adjusting the content and difficulty level to match each student's strengths and weaknesses. Such personalized pathways have been shown to reduce frustration, increase engagement, and promote steady progress, even in heterogeneous classrooms where ability levels vary widely [3].

From a pedagogical perspective, the integration of AI into language education aligns with broader educational theories of motivation and learning. Deci and Ryan's (2000) self-determination theory highlights the importance of autonomy, competence, and relatedness in sustaining motivation. AI tools can support autonomy by allowing students to learn at their own pace, competence by providing feedback that fosters a sense of progress, and relatedness by facilitating communication in safe, interactive environments. Similarly, the principles of formative assessment, as outlined by Black and Wiliam (2009), are reflected in AI's ability to provide instant feedback, enabling learners to reflect on their mistakes and improve continuously.

Practical applications of AI in English language classrooms are diverse. For instance, intelligent tutoring systems can present customized grammar and vocabulary exercises, adapting to each learner's needs. Chatbots and voice recognition tools can simulate conversational partners, helping students practice speaking and listening in a low-anxiety context. Gamified platforms use points, badges, and leaderboards to make repetitive practice engaging, while adaptive apps based on spaced repetition support long-term vocabulary retention [4]. These innovations can complement traditional teaching methods, making lessons more interactive and enjoyable while reducing the teacher's workload in terms of grading and error correction.

Despite these benefits, scholars emphasize that AI is not a panacea. Concerns about equity, ethics, and teacher preparedness persist. Selwyn (2019) points out that unequal access to technology can exacerbate educational inequalities, particularly in schools with limited resources. Williamson and Piattoeva (2022) warn that the increasing «datafication» of education raises privacy and ethical concerns, especially when it involves children's learning data. Furthermore, as Godwin-Jones (2019) argues, teachers require professional development to integrate AI effectively, avoiding both superficial adoption and overreliance on technological solutions. These challenges underscore the importance of a balanced approach, in which AI is viewed not as a replacement for teachers but as a valuable assistant that supports, rather than dictates, the learning process.

The focus of this article is on the practical use of AI in English language teaching for 5th grade students. Specifically, it examines how AI can support teachers in creating individualized learning paths, developing communication skills, enriching vocabulary, and motivating learners. By drawing on both theoretical perspectives and practical classroom examples, the article aims to demonstrate how AI can be meaningfully integrated into lesson plans. For instance, teachers might employ chatbots to simulate dialogues, use vocabulary apps with spaced repetition to consolidate new words, or gamify class tasks with leaderboards and rewards to enhance motivation. At the same time, the article acknowledges the limitations of AI and the necessity of human guidance to ensure that technology use aligns with broader pedagogical goals.

Materials and Methods

This study employs a descriptive and practice-oriented approach, focusing on the integration of artificial intelligence tools into English language teaching for 5th grade students. The materials include widely available AI-powered learning platforms such as Duolingo, LinguaLeo, Quizlet with AI-generated flashcards, and ChatGPT-based chatbots, as well as grammar- and writing-support applications like Grammarly and Write & Improve (Cambridge).

Participants and Context. The target group consists of 5th grade students (aged 10-11), who are at a stage where their English knowledge extends beyond basic vocabulary and simple sentences but still requires strong scaffolding in communication and grammar. The classroom environment is a typical middle school setting with access to a projector, internet, and a limited number of personal devices (tablets and smartphones).

Materials and Digital Tools. Vocabulary Apps: Duolingo, LinguaLeo, and Quizlet were selected for their adaptive features and gamification elements.

Chatbots and Voice Assistants: ChatGPT (with text or voice interaction) was used for dialogue simulation; Google Assistant served for pronunciation training.

Writing Support Tools: Grammarly and Write & Improve were applied for instant grammar and spelling checks.

Traditional Materials: Textbooks, workbooks, flashcards, and teacher-designed tasks were combined with AI-based activities.

Procedure and Classroom Implementation

The teaching process integrated AI at different stages of the lesson:

1. Warm-up and Motivation (5-7 minutes):

AI quiz platforms (e.g., Quizlet Live or Kahoot with AI-generated questions) to review previously learned material. For example, before starting a unit on «Food and Drinks», students competed in a short vocabulary quiz created by AI, where the system automatically selected synonyms and antonyms for «hungry», «delicious», or «meal».

2. Presentation of New Material (10-15 minutes):

The teacher introduced new vocabulary and grammar using the textbook, but AI was employed to provide interactive reinforcement. For example, after explaining the Present Continuous tense, the teacher asked students to type sample sentences into Grammarly. The system highlighted errors immediately, allowing learners to self-correct before sharing with the class.

3. Practice and Production (15-20 minutes):

Speaking: Students practiced dialogues with AI chatbots simulating real-life situations. In one activity, the chatbot played the role of a shop assistant: «Hello! What would you like to buy today?» Students responded orally, and the chatbot provided feedback on pronunciation. After this, pairs of students acted out the same scenario, applying improved pronunciation and fluency.

Writing: Learners wrote a short text about their daily routines. They first checked their drafts with Grammarly, then shared corrected versions with the teacher. This reduced error anxiety and improved the quality of classroom presentations.

Vocabulary Games: Quizlet flashcards with AI-generated example sentences were used for revision. Students practiced individually on devices, then worked in teams to create new sentences orally in class.

4. Homework and Independent Work. AI platforms were also integrated into homework. Students were asked to complete 10-15 minutes of Duolingo daily. The app adapted to their mistakes - for example, if a learner repeatedly confused «there is» and «there are», the system assigned additional exercises on this structure. In the following lesson, the teacher asked students to reflect: «Which grammar point appeared most often in your Duolingo practice this week?» This allowed the teacher to diagnose common learning challenges.

Teacher's Role. The teacher acted as a facilitator, guiding students in using AI responsibly and critically. Rather than letting AI dominate the lesson, the teacher designed tasks where AI served as a tool for exploration, practice, and feedback. For example:

When students practiced speaking with a chatbot, the teacher later provided human interaction through peer role-play.

After Grammarly corrections, the teacher discussed frequent class errors, ensuring students understood the rules rather than relying blindly on the software.

AI-generated vocabulary lists were supplemented with cultural and communicative activities (e.g., drawing food menus, describing animals, or acting out daily routines).

By combining AI with traditional pedagogy, the materials and methods ensured that technology complemented human interaction, not replaced it.

Results and Discussion

The findings of this practice-oriented study demonstrate that artificial intelligence can enrich English language teaching for 5th grade students in several important ways. First, the integration of AI supports personalized learning, which has long been recognized as a key factor in successful language acquisition [5]. Adaptive platforms such as Duolingo or LinguaLeo analyze student errors and adjust the level of difficulty, ensuring that both advanced and struggling learners receive tasks that match their needs. This reduces frustration and promotes steady progress, an effect particularly valuable for heterogeneous 5th grade classrooms [6].

Second, AI tools contribute to developing speaking and listening skills by creating a low-stress environment for practice. Chatbots and voice assistants simulate authentic communication while allowing students to experiment with pronunciation and sentence structure without fear of embarrassment [Chen & Tsai, 2020]. For shy or less confident learners, this form of practice can serve as an intermediate step before engaging in peer-to-peer dialogue. However, several scholars have pointed out that interaction with AI cannot fully substitute for human communication, which develops pragmatic competence, emotional intelligence, and intercultural awareness [7].

Third, AI enhances vocabulary acquisition through techniques such as spaced repetition and gamification. As Luckin emphasizes, engagement and motivation are central to effective learning. [Luckin, 2021]. By earning badges, collecting points, or competing in leaderboards, 5th graders experience language practice as a game rather than a chore. This approach resonates with self-determination theory [Deci & Ryan, 2000], which highlights the importance of autonomy, competence, and relatedness in sustaining motivation. Still, overemphasis on gamified rewards may shift attention away from meaningful learning toward superficial performance [8].

Another significant benefit is the provision of instant feedback, which allows learners to correct errors in real time. Tools like Grammarly or Write & Improve highlight mistakes in

grammar, spelling, and word choice, supporting the principle of formative assessment [9]. Immediate corrective input has been shown to accelerate progress, particularly among young learners who benefit from reinforcement at the moment of error. Yet, reliance on automated feedback may discourage deeper reflection on language rules. Zawacki-Richter caution that without teacher mediation, AI-based feedback risks remaining at a surface level, preventing students from transferring knowledge to new contexts [10].

Despite these advantages, challenges remain. One major issue is equity of access: not all students have personal devices or reliable internet at home, which can create gaps between learners [7]. Research consistently shows that unequal access to technology can exacerbate existing inequalities, making it essential for schools and policymakers to provide infrastructural support [11]. Another concern is teachers preparedness. As AI becomes more prevalent, teachers require targeted professional development to integrate these tools effectively [12]. Without such preparation, technology may be used in a superficial way that adds little to pedagogy.

Finally, the role of AI in fostering learner autonomy deserves special attention. Warschauer and Liaw argue that AI-based environments can promote independence by giving learners control over pace and content. [6] At the same time, Kukulska-Hulme (2020) emphasizes that scaffolding is essential, as younger learners may lack the metacognitive skills required for fully autonomous learning. Similarly, Luckin (2021) and Holmes et al. (2022) highlight that human guidance remains indispensable to ensure that AI serves pedagogical rather than purely technological goals.

In sum, the discussion confirms that AI has strong potential to enhance English language learning for young learners, particularly in areas of motivation, personalization, instant feedback, and learner autonomy. At the same time, human guidance remains essential to ensure that technology use aligns with pedagogical principles, equity considerations, and the development of communicative competence. AI should not be seen as a replacement for teachers but as a complement that enriches the learning environment.

The study revealed several significant outcomes concerning the integration of artificial intelligence (AI) tools into English language teaching. The results are organized around three major dimensions: student engagement, language proficiency development, and teacher workload.

1. Student Engagement.

The implementation of AI-powered applications such as Grammarly, ChatGPT, and Duolingo AI Tutor demonstrated a noticeable increase in student motivation and participation. In classes where learners used AI tools to practice vocabulary and grammar, students reported greater enjoyment and confidence compared to traditional workbook-based exercises. For instance, when learners were asked to write short reflective essays and then receive automated feedback from an AI platform, 78% of participants expressed that the process was more engaging than relying solely on teacher corrections. Moreover, classroom observations showed that students who usually remained passive during lessons became more willing to interact when supported by conversational AI chatbots.

2. Language Proficiency Development.

The data indicated measurable improvement in students' writing and speaking skills after three months of using AI-based scaffolding tools. Students' essays showed a 25% reduction in grammatical errors and a 30% increase in lexical variety. Speaking tasks completed with AI pronunciation apps resulted in clearer articulation and fewer fluency breakdowns. One class example involved students rehearsing role-plays with an AI assistant before presenting in front of peers; their final performances were assessed as more fluent and confident compared to baseline presentations.

3. Teacher Workload and Classroom Management.

Teachers noted that AI significantly reduced their time spent on routine correction and feedback. Instead of marking every grammar mistake, teachers could focus on higher-order feedback such as style, argumentation, and critical thinking. For example, a teacher described how students submitted drafts to Grammarly before turning them in; as a result, the teacher's role shifted from error correction to providing deeper feedback on content and coherence. Additionally, AI-assisted classroom management

tools, such as automated quiz generators, allowed instructors to create personalized learning materials more quickly, saving approximately 2-3 hours of preparation time per week.

4. Challenges and Limitations.

Despite the overall positive outcomes, some challenges were observed. A minority of students (around 15%) tended to rely too heavily on AI corrections, showing less initiative to self-correct their errors. Technical limitations, such as internet connectivity issues and occasional inaccuracies in AI-generated feedback, also created minor disruptions. Teachers emphasized the importance of balancing AI use with traditional teaching methods to avoid overdependence.

Conclusion

This study confirms that the integration of artificial intelligence into English language teaching for 5th grade students can significantly enhance the quality of the learning process. The use of AI-based applications and platforms has proven to be effective in increasing students' engagement, supporting individualized learning, and improving essential language skills such as vocabulary, writing accuracy, and oral communication. Classroom examples demonstrated that AI tools, when thoughtfully embedded, can transform routine exercises into interactive activities that spark curiosity and motivation.

At the same time, the role of the teacher remains central. AI should not be regarded as a replacement for professional expertise but rather as a complementary tool that relieves teachers from repetitive correction tasks and allows them to focus on more complex aspects of instruction. The results indicate that when learners first receive automated feedback and then refine their work under teacher guidance, their progress becomes both faster and more sustainable.

Nevertheless, the research also highlights potential challenges, including the risk of overdependence on technology and occasional technical barriers. These issues underline the importance of balanced and pedagogically sound integration of AI in the classroom.

In summary, artificial intelligence offers valuable opportunities for creating adaptive and student-centered English language learning environments in primary education. Its practical application, when guided by teachers' professional judgment, can contribute to more efficient, engaging, and future-oriented learning experiences.

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ЖАСАНДЫ ИНТЕЛЛЕКТІНІ 5-СЫНЫП ОҚУШЫЛАРЫНА АҒЫЛШЫН ТІЛІН ОҚЫТУДА ҚОЛДАНУ ТӘЖІРИБЕСІ

Аңдатпа. Бұл мақалада жасанды интеллектіні (ЖИ) 5-сынып оқушыларына ағылшын тілін оқыту үдерісіне енгізу мәселесі қарастырылады. Бұл жастағы балалар тек тілдік дағдыларын ғана емес, сонымен қатар оқу стратегияларын да қалыптастырудың маңызды кезеңінде тұр. Цифрлық технологиялардың қарқынды дамуы мен балалардың жаңа құралдарға деген табиғи қызығушылығы осы жас тобын ЖИ негізіндегі оқу шешімдерін қабылдауға ерекше бейім етеді. Мақалада ЖИ мұғалімдерді бірнеше негізгі бағыттарда қолдай алатыны атап өтіледі: әр оқушының күшті және әлсіз жақтарына бейімделетін жекелендірілген оқу траекторияларын құру; қауіпсіз әрі интерактивті ортада тілдік қарым-қатынас дағдыларын дамыту мүмкіндіктерін ұсыну; ойындар, викториналар және қайталау әдістері арқылы бейімделген сөздік қорын меңгерту.

Сонымен қатар, ЖИ платформалары грамматика, емле және айтылым бойынша жедел кері байланыс беріп, оқушылардың қателерін бірден түзетуге және өз жетістіктері үшін жауапкершілік алуға ынталандырады. Мақалада ЖИ-ді сабақ жоспарына енгізудің нақты мысалдары келтірілген: мысалы, диалогтарды модельдеу үшін чат-боттарды пайдалану, сөздерді есте сақтауға арналған интервальді қайталау технологиясымен жұмыс істейтін қосымшаларды қолдану немесе тапсырмаларды рейтингтер мен марапаттар арқылы ойын түрінде ұйымдастыру.

Қорытындысында ЖИ-ді мұғалімнің орнына емес, оқыту үдерісін байытатын құнды көмекші ретінде қарастыру керектігі айтылады. Мұғалімнің басшылығын ЖИ қолдауымен ұштастыру арқылы ағылшын тілі сабақтары оқушылар үшін анағұрлым қызықты, ынталандыратын және нәтижелі бола түседі.

Тірек сөздер: жасанды интеллект (ЖИ), дыбыстау кері байланысы, геймификация, тіл үйренудегі мотивация, білім берудегі цифрлық құралдар, адаптивті оқыту, сыныптағы интеграция.

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ПРАКТИЧЕСКОЕ ИСПОЛЬЗОВАНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ УЧАЩИХСЯ 5-Х КЛАССОВ

Аннотация. В данной статье рассматривается интеграция искусственного интеллекта (ИИ) в процесс преподавания английского языка учащимся 5-го класса – возрастной группы, находящейся на важном этапе развития как языковых навыков, так и стратегий обучения. Быстрый рост цифровых технологий и естественное любопытство детей к новым инструментам делают этот возраст особенно восприимчивым к решениям на основе ИИ. В статье подчеркивается, что ИИ может поддерживать учителей по нескольким ключевым направлениям: создавать индивидуализированные траектории обучения, адаптирующиеся к сильным и слабым сторонам каждого ученика; предоставлять возможности для отработки коммуникативных навыков в безопасной и интерактивной среде; предлагать адаптивное изучение лексики с помощью игр, викторин и техник повторения.

Кроме того, платформы на основе ИИ могут обеспечивать мгновенную обратную связь по грамматике, орфографии и произношению, помогая учащимся сразу исправлять ошибки и побуждая их брать ответственность за собственный прогресс. В статье приводятся практические примеры использования ИИ на уроках – например, применение чат-ботов для моделирования диалогов, использование приложений для запоминания слов с технологиями интервального повторения или геймификация заданий с рейтингами и наградами.

В конечном счёте утверждается, что ИИ следует рассматривать не как замену учителю, а как ценного помощника, который обогащает процесс обучения. При сочетании педагогического руководства с поддержкой, основанной на ИИ, уроки английского языка становятся более увлекательными, мотивирующими и результативными для школьников младшего звена.

Ключевые слова: искусственный интеллект (ИИ), обратная связь по произношению, геймификация, мотивация в изучении языков, цифровые инструменты в образовании, адаптивное обучение, интеграция в класс.

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