

## USING GENERATIVE ARTIFICIAL INTELLIGENCE TOGETHER WITH AUTHENTIC MATERIALS IN ENGLISH LANGUAGE TEACHING

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**Annotation:** *The rapid development of generative artificial intelligence has created new opportunities for English language teachers. This article examines how teachers can successfully combine authentic materials (real newspapers, videos, podcasts, social media posts) with modern AI tools such as ChatGPT, Gemini, Claude and others. The combination of these two approaches helps students develop real communicative competence, increases motivation and at the same time allows teachers to save time on lesson preparation and checking homework. Practical examples that can be used in the conditions of Uzbek schools and lyceums are given.*

**Key words:** *generative artificial intelligence, authentic materials, English language teaching, ChatGPT, real-world communication, task-based learning, motivation, fluency, cultural competence*

**Abstract:** *In the era of digital transformation of education, English language teachers in Uzbekistan have the opportunity to use two powerful tools at the same time: authentic materials and generative artificial intelligence. Authentic materials give students living language and real cultural context, while AI assistants help adapt these materials to the level of students, create exercises, provide instant feedback and support individual learning paths. This article, based on recent international research (Sharples, 2025; Giannakos et al., 2025) and practical teaching experience, offers concrete ways of combining these approaches in daily lessons.*

### INTRODUCTION

Today every English teacher in Uzbekistan faces a new reality: students can get an answer to any question or write an essay in a few seconds using ChatGPT or Gemini. Some teachers are afraid of this and try to ban phones in class. Other teachers understand that it is impossible to stop technological progress and it is better to learn how to use new tools correctly. The most effective way is to combine the best that authentic materials give us (real language, interesting content, cultural context) with the opportunities that generative artificial intelligence provides (fast adaptation of texts, automatic creation of exercises, individual feedback). Such an approach helps students not only know grammar rules but also use English confidently in real life.

#### Theoretical foundations

The value of authentic materials has long been proven by many scientists. Stephen Krashen (1982) showed that students learn language best when they receive a large amount of comprehensible and interesting input. Alex Gilmore (2007) and Brian Tomlinson (2012) confirmed that real texts, videos and podcasts increase motivation much more than artificial textbook dialogues.

Recent research on the use of generative AI in education has shown that these tools should not replace the teacher but should become a reliable assistant. Mike Sharples (2025) writes that we already live in a post-digital world where artificial intelligence is built into every program and phone. A group of nine international experts led by Michail Giannakos (2025) expresses “cautious optimism”: AI can really improve teaching, but only if teachers remain in the centre and control the process.

Practical ways of combining authentic materials and generative AI

First, teachers can use artificial intelligence to simplify complex authentic texts. For example, a teacher finds an interesting article on the BBC website about environmental problems. The text is too difficult for B1 students. The teacher copies the text and asks ChatGPT or Gemini: “Rewrite this article for intermediate Uzbek students. Use simple words, short sentences and explain difficult vocabulary in Russian or Uzbek.” In a few seconds the teacher receives a ready text that preserves the authenticity and interest of the topic but has become accessible to the class.

Second, AI can automatically create different types of exercises for any authentic material. The teacher pastes a CNN news article or a TED Talk transcript and writes a request: “Create ten vocabulary questions, five comprehension questions and three discussion questions for B2 level students. Add translation of new words into Uzbek.” The teacher receives ready materials that would have taken an hour to prepare manually.

Third, videos and podcasts become much more effective when combined with AI. The teacher finds a short video from BBC Learning English or a podcast about daily life in London. Then he asks the AI assistant to write a full transcript, create gap-fill exercises, true/false questions and prepare questions for discussion. Students watch real English speech, hear different accents and at the same time complete clear tasks created especially for them.

Fourth, generative AI opens new possibilities for speaking and writing practice. After studying an authentic restaurant menu or reading real reviews on TripAdvisor, students can start a conversation with ChatGPT in the role of a waiter or hotel administrator. The teacher only needs to listen, correct pronunciation and draw attention to cultural features. For writing practice, students can ask AI to check their letters, essays or posts and explain mistakes in simple language.

Fifth, project and task-based work reaches a new level. Students receive the task to plan a trip to London, New York or Dubai using only authentic websites, blogs and forums. Artificial intelligence helps them quickly find information about prices, transport and sights, write an itinerary and prepare a presentation. The teacher evaluates not the final text (which can be written by AI) but the oral defence, creative ideas and the ability to answer questions.

Advantages of the combined approach

Students see and hear real English used by native speakers in real situations. At the same time difficult materials become accessible thanks to automatic simplification and explanation of vocabulary. The teacher saves many hours every week on lesson planning and checking written work. Students receive immediate feedback and can practise as much as they want outside class time. Motivation increases significantly because learners

understand that they are studying language that can be used today – when travelling, watching films, or communicating on the Internet.

Existing difficulties and ways to overcome them

Despite all the advantages, some problems remain. Some students try to copy ready answers from AI without understanding. To solve this problem, teachers should change assessment methods: give more points for oral answers, personal reflection, group presentations and creative tasks that are difficult to complete with artificial intelligence alone.

Another problem is that not all students have fast internet or modern phones. The teacher can prepare all materials in advance, print them or save them on flash drives.

Artificial intelligence sometimes makes mistakes or gives incorrect information. That is why the teacher must always check the generated materials and teach students critical thinking: compare answers from different AI systems, check facts on official websites and not trust any answer 100%.

Conclusion

The combination of authentic materials and generative artificial intelligence is the most promising direction for English language teaching in Uzbekistan in the coming years.

This approach allows us to preserve everything valuable that real texts and videos give us (living language, cultural context, interest) and at the same time use the power of modern technology to make learning faster, more individual and more effective.

Teachers who master these tools today will be able to prepare students who not only know English well but also confidently use it in the real digital world.

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