

INTEGRATING GENERATIVE AI INTO COMMUNICATIVE LANGUAGE TEACHING: OPPORTUNITIES AND PEDAGOGICAL CHALLENGES

Eshdavlatova Adiba Zafarovna

*Assistant Teacher of the Department of English Lexicology and Stylistics
Samarkand State Institute of Foreign Languages
Samarkand, Uzbekistan*

E-mail: adibaeshdavlatova77@gmail.com

Jamaluddin Nasution

*Universitas Sumatera Utara
Medan, Indonesia*

E-mail: jamaluddin@usu.ac.id

Abstract: Generative Artificial Intelligence is transforming modern language education. Many teachers now integrate AI into Communicative Language Teaching. This study explores its educational opportunities and pedagogical challenges. A qualitative research design guided the investigation. Recent studies and classroom examples supported the analysis. The findings show that AI improves lesson preparation, speaking practice, writing support, and learner engagement. Students receive immediate feedback and personalized learning opportunities. However, excessive dependence may reduce critical thinking and communication skills. Teachers therefore remain essential in guiding meaningful classroom interaction. Human communication should always remain the central learning goal. The study concludes that balanced AI integration strengthens Communicative Language Teaching while preserving learner autonomy and educational quality.

Keywords: Generative Artificial Intelligence, Communicative Language Teaching, English language teaching.

Introduction

Communicative Language Teaching (CLT) remains a leading approach in English language education. It develops communication through meaningful classroom interaction. Students learn by discussing ideas, solving problems, and sharing experiences. This approach improves both fluency and confidence. Recent technological advances have changed language teaching practices. Generative Artificial Intelligence has become one of the most influential innovations. Tools such as ChatGPT support lesson planning, writing practice, and speaking activities. They also provide immediate feedback and personalized learning opportunities.

Despite these advantages, several challenges remain. Some learners rely heavily on AI-generated answers. Others reduce independent thinking and creativity. Incorrect information may also affect learning outcomes. Therefore, teachers should guide students throughout AI-supported activities.

Although many researchers discuss artificial intelligence in education, fewer studies examine its role within Communicative Language Teaching. More evidence is needed to understand both its benefits and limitations in communicative classrooms. This study explores how Generative Artificial Intelligence supports Communicative Language Teaching. It also investigates the pedagogical challenges teachers may encounter. The findings aim to help educators integrate AI responsibly while preserving meaningful human communication.

Literature Review

According to Suleymanova and Soleyeva, digital technologies increase learner engagement and encourage active classroom participation. They explain that combining traditional teaching with digital learning creates a more flexible and student-centered educational environment. Digital tools also allow students to continue learning beyond classroom hours. Such opportunities improve learner motivation and promote greater responsibility for independent study. Their findings suggest that technology becomes most effective when it supports, rather than replaces, classroom communication.

Richards and Rodgers explain that Communicative Language Teaching develops language through meaningful communication instead of grammar drills. They argue that authentic interaction allows learners to use English naturally in different situations. Pair work, group discussions, and problem-solving activities help students build communicative competence. These activities also increase learners' confidence and prepare them for real-life communication. As a result, students become active participants instead of passive language learners.

Brown emphasizes that successful language learning depends on active participation and authentic communication. He believes students achieve better learning outcomes when they use English for meaningful purposes. Classroom interaction encourages learners to express ideas, solve problems, and exchange opinions confidently. Brown also stresses that teachers should create supportive learning environments where students feel comfortable making mistakes. Such environments improve both language proficiency and learner confidence. Based on the reviewed literature, Generative Artificial Intelligence has considerable potential for English language teaching. However, its effectiveness depends on responsible classroom implementation. AI should support meaningful communication rather than replace teacher-student interaction. Therefore, balancing technological innovation with communicative teaching principles remains essential for successful language learning.

Methodology

This study employed a qualitative research design to examine the integration of Generative Artificial Intelligence into Communicative Language Teaching. The research focused on the potential of AI to support English language teaching while identifying possible pedagogical challenges in higher education. Since the use of AI in education continues to expand, a qualitative approach was considered appropriate for exploring current practices and educational perspectives.

Generative Artificial Intelligence, particularly ChatGPT, was used as a supportive

academic tool during the research process. It assisted in organizing ideas, improving language accuracy, and generating examples of communicative classroom activities. However, AI was not considered the primary source of information. Every suggestion produced by ChatGPT was carefully reviewed, revised, and verified using academic books, peer-reviewed journal articles, and reliable educational reports before being included in the study. This process helped ensure the credibility and academic quality of the research.

The analysis focused on the opportunities and pedagogical challenges of AI integration into English language classrooms. Particular attention was given to speaking practice, writing development, vocabulary learning, and classroom interaction because these skills represent the core principles of Communicative Language Teaching. The discussion also considered the current educational context of higher education institutions in Uzbekistan, where students increasingly use AI-assisted learning tools for academic purposes.

The present study suggests that Generative Artificial Intelligence should be viewed as a complementary teaching resource rather than a replacement for teachers. In the authors' view, meaningful classroom communication, teacher guidance, and learner interaction remain the foundations of successful language education. AI can enrich these processes by providing additional learning support, but its educational value depends on responsible and balanced implementation.

Results And Discussion

The analysis shows that Generative Artificial Intelligence is becoming more common in English language classrooms across Uzbekistan. Many university students already use ChatGPT to prepare essays, practice vocabulary, and improve grammar. Some learners also use AI before speaking classes to organize ideas and increase confidence. Teachers also benefit from AI technologies. ChatGPT helps prepare lesson plans, discussion questions, and classroom activities within a short time. This reduces preparation time and allows teachers to focus more on classroom interaction. As a result, lessons become more organized and engaging.

Despite these advantages, several challenges remain. Some students copy AI-generated answers without understanding the content. Others rely on AI instead of developing independent thinking. Such practices may reduce creativity and communicative competence if teachers do not provide proper guidance.

Another challenge involves information accuracy. Although ChatGPT usually provides useful responses, it may sometimes produce incorrect or incomplete information. Students should therefore evaluate AI-generated content carefully before using it for academic purposes. Based on these findings, Generative Artificial Intelligence should be considered a supportive educational tool rather than a replacement for teachers. The effectiveness of AI depends on responsible classroom implementation. When combined with Communicative Language Teaching, AI can improve language learning while preserving meaningful teacher–student interaction.

Conclusion

Generative Artificial Intelligence is creating new opportunities for English language teaching. It supports lesson planning, language practice, and personalized learning. The findings indicate that AI can improve student engagement when used appropriately. However, excessive dependence may reduce critical thinking and authentic communication.

Teachers therefore play a central role in guiding AI-supported learning. Their responsibility extends beyond technology to developing learners' communication skills and independent thinking. In the context of higher education in Uzbekistan, balanced integration of AI and Communicative Language Teaching can create more effective and interactive English classrooms. Future research should examine the long-term impact of Generative Artificial Intelligence on students' communicative competence and classroom performance.

Practical Implications. English teachers should use Generative Artificial Intelligence as a supplementary teaching tool rather than a primary instructional method. Classroom discussions, pair work, and real-life communication should remain central elements of Communicative Language Teaching. Proper teacher guidance will help students benefit from AI while maintaining independent thinking and communicative competence.

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