USING DIGITAL TOOLS (CHATGPT, QUIZZIZ, KAHOOT) IN ENGLISH LANGUAGE TEACHING

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Abstract

This article explores the use of modern digital tools such as ChatGPT, Quizziz, and Kahoot in the process of teaching English. The author examines the features and benefits of integrating these technologies into the educational environment, analyzes their impact on student motivation and academic performance, and offers recommendations for their effective implementation.

Keywords: Digital tools, English language, ChatGPT, Quizziz, Kahoot, motivation, interactive learning.

Introduction

In the context of rapid technological development and globalization, the need for innovative approaches to foreign language teaching has become increasingly important. Traditional teaching methods no longer fully meet the needs of modern students, especially Generation Z, for whom the digital environment is a natural part of everyday life. The use of digital tools in English language instruction enhances the effectiveness of the learning process and makes lessons more interactive and engaging for students. Platforms such as ChatGPT, Quizziz, and Kahoot are gaining popularity as pedagogical support tools, offering new opportunities for practicing grammar, vocabulary, reading, and speaking.

The purpose of this article is to examine the effectiveness of these digital tools in English language classes, analyze their influence on students' academic performance and level of engagement, and provide methodological insights into their practical application.

Methodology

This study focuses on three digital tools:

- **ChatGPT** – a language model used for text generation, dialogue simulation, assignment creation, and writing practice;

- **Quizziz** – a platform for creating quizzes and tests with gamified elements that help review and consolidate knowledge in an interactive format;

- **Kahoot** – an online service for conducting interactive surveys, quizzes, and competitions widely used in classrooms to increase student engagement.

It is noted that ChatGPT copes well with certain roles, such as, for example, the role of a teacher or psychologist [16]. Assigning a role in the formulation of a request helps to orient the AI towards creating a more targeted response. When a ChatGPT gets the role of an expert (teacher or methodologist), it allows them to better understand the context and adapt their response accordingly. In our work, ChatGTP we have been assigned the role of an experienced English teacher (methodologist), so we used the following phrase in each query: "You are an experienced English teacher, a methodologist..."

In the examples given in this article, we interacted with ChatGPT in order to get a working English lesson plan in the sixth grade and exercises for practicing various skills.

English language proficiency on the scale CEFR1 for students corresponds to B2. Topic lesson is "Unusual Restaurants". The training material is represented by the text "Roller Meals/Food on rails" [17].

To assess the tools' effectiveness, classroom observations and surveys were conducted among students of the Faculty of Foreign Languages who used these tools throughout a semester. Their performance on pre- and post-implementation assessments was also analyzed.

Results and Discussion

The results of the study showed that using digital tools had a positive impact on English language learning. The most notable improvements were observed in the following areas:

- Development of writing skills. ChatGPT proved particularly useful for completing homework related to written communication. Students used the model to generate essays, letters, dialogues, and picture descriptions. This

contributed to vocabulary expansion, a better understanding of syntactic structures, and the development of self-assessment skills.

- Increased classroom activity. The use of Quizziz and Kahoot significantly boosted students' overall engagement during lessons. Due to gamified features and the element of competition, learners demonstrated higher interest and activity, especially when reviewing previously covered material.

- Increased motivation. Over 80% of surveyed students reported that the introduction of digital platforms made the learning process more enjoyable and engaging. The visual presentation of material, instant feedback, and the ability to track individual progress positively influenced their motivation to study.

- Academic performance. A comparative analysis of assessment results before and after the use of digital tools showed a 15–20% improvement in students' average performance. This was especially evident in translation, reading comprehension, and writing tasks.

Nevertheless, some challenges were identified. Certain students experienced technical difficulties, such as unstable internet connections or limited access to devices. Additionally, some teachers lacked time to adapt traditional materials for digital platforms. Dependence on AI-generated assistance (e.g., ChatGPT) also raised concerns, highlighting the need for clear methodological guidelines on responsible usage.

Conclusion

The integration of digital tools such as ChatGPT, Quizziz, and Kahoot into English language teaching marks a significant shift in modern pedagogical practices. These platforms not only align with the technological preferences of today's learners but also offer substantial pedagogical value by enhancing student engagement, promoting learner autonomy, and facilitating differentiated instruction. The findings of this study suggest that such tools can effectively complement traditional language teaching approaches, especially when used to support active learning, collaborative tasks, and formative assessment.

One of the key takeaways is the potential of these digital tools to personalize the learning experience. ChatGPT, for instance, can simulate authentic conversational practice and provide immediate, tailored feedback, enabling

learners to experiment with language in a low-pressure environment. Similarly, Quizziz and Kahoot gamify the learning process, turning routine exercises into competitive and enjoyable activities that improve knowledge retention and stimulate positive emotional responses.

However, the successful implementation of digital technologies in language education requires thoughtful planning. Educators must be trained not only in the technical use of these tools but also in integrating them meaningfully into pedagogical frameworks. Digital tools should not be seen as a replacement for the teacher but rather as a means to extend their reach, foster student agency, and create a more dynamic classroom environment.

Moreover, there are ethical and methodological concerns that must be addressed, such as overreliance on AI-generated content and disparities in digital access among students. It is essential to establish clear guidelines for responsible use, promote digital literacy, and ensure inclusivity in access to technological resources.

In conclusion, while digital tools are not a panacea, when implemented thoughtfully and strategically, they can significantly enrich English language education. The future of language teaching lies in a hybrid model that blends the strengths of human instruction with the versatility of technology—empowering learners and educators alike in the process of linguistic and communicative development.

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