



**A PEDAGOGICAL MODEL FOR DEVELOPING
GENERATIVE ARTIFICIAL INTELLIGENCE
LITERACY IN ENGLISH LANGUAGE EDUCATION**

Yuldasheva Hilola Zohidjonovna

*English Language Teacher, School No. 32, Asaka District,
Andijan Region*

Khoshimova Azizaxon Muxtorjon qizi

Student, School No. 32, Asaka District, Andijan Region

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ABSTRACT

This article discusses the development of generative artificial intelligence (GenAI) literacy in English lessons in general secondary education. Generative AI tools can support text production, grammar explanations, contextual vocabulary learning, and dialogic practice. At the same time, possible inaccuracies, overreliance on generated answers, data privacy, and academic integrity require pedagogical guidance. The purpose of the article is to provide a theoretical and methodological rationale for a pedagogical model aimed at developing AI literacy in English language education. The study uses literature analysis, comparative analysis, pedagogical modelling, and methodological synthesis. A five-stage model is proposed: understanding AI, formulating purposeful prompts, critically evaluating outputs, applying AI in language activities, and reflection. The model is presented as a methodological proposal for future classroom implementation, not as a report of completed empirical experimentation.

Introduction

The integration of digital technologies into education is increasing the need to reorganize the content, methods, and tools of foreign-language teaching. Generative artificial intelligence tools can produce text using natural language, answer questions, create examples, and provide explanations tailored to user prompts. Their use in education may expand opportunities for



individualized support and practice; however, the reliability of technological outputs and the conditions of their use require careful attention [1; 2].

In English lessons, AI tools may support Writing, Speaking, Reading, and Vocabulary activities. For example, learners can use AI to explain grammatical errors in a text, create a topic-related dialogue, or practice new words in different contexts. However, if learners accept generated answers without checking them, opportunities for independent thinking and producing language themselves may be limited. Therefore, the key task is not merely to teach learners to use AI tools, but to teach purposeful, critical, and responsible use.

UNESCO guidance emphasizes human interests, data privacy, age appropriateness, and human oversight when working with generative AI [1]. The AI competency framework for students identifies understanding technology, using it responsibly, and applying it to creative activities as important areas [2,4]. These perspectives demonstrate the need to develop AI literacy alongside language competencies in English lessons.

Aim and Objectives of the Study

The aim of the study is to develop a pedagogical model for fostering generative AI literacy through English lessons in general secondary schools and to explain its methodological foundations. The objectives are to analyze the didactic potential of generative AI in English language education; clarify the components of AI literacy; describe pedagogical and ethical risks; develop a staged model; and provide recommendations for integrating the model with language skills and lesson stages.

The object of the study is the process of teaching English in general secondary schools. The subject is the methodological content and pedagogical model for developing generative AI literacy in English language education.

Research Methodology

This article is theoretical, analytical, and methodological in its design. It uses analysis of scholarly and pedagogical literature, comparative analysis, pedagogical modelling, and methodological synthesis. It does not present results from experiments, surveys, or statistical analyses that were not conducted. The proposed model is the result of synthesizing existing scholarly perspectives and designing a methodological solution suitable for school English lessons.

The Content of Generative AI Literacy

It is not sufficient to interpret AI literacy as a purely technical skill. Learners need to understand the capabilities and limitations of AI tools, formulate clear tasks, check generated responses, and use them in line with learning objectives. Research on AI in education also emphasizes the importance of pedagogical purpose, teacher involvement, and critical evaluation of outputs [3,5].

From the perspective of English language education, AI literacy can be understood through five interconnected components: (1) understanding—that AI responses are probabilistic and



may contain errors; (2) practical application—formulating prompts that specify purpose, language level, and output type; (3) critical evaluation—checking grammar, meaning, context, and sources; (4) responsibility—respecting privacy and academic integrity; and (5) reflection—considering how AI assistance affected learning.

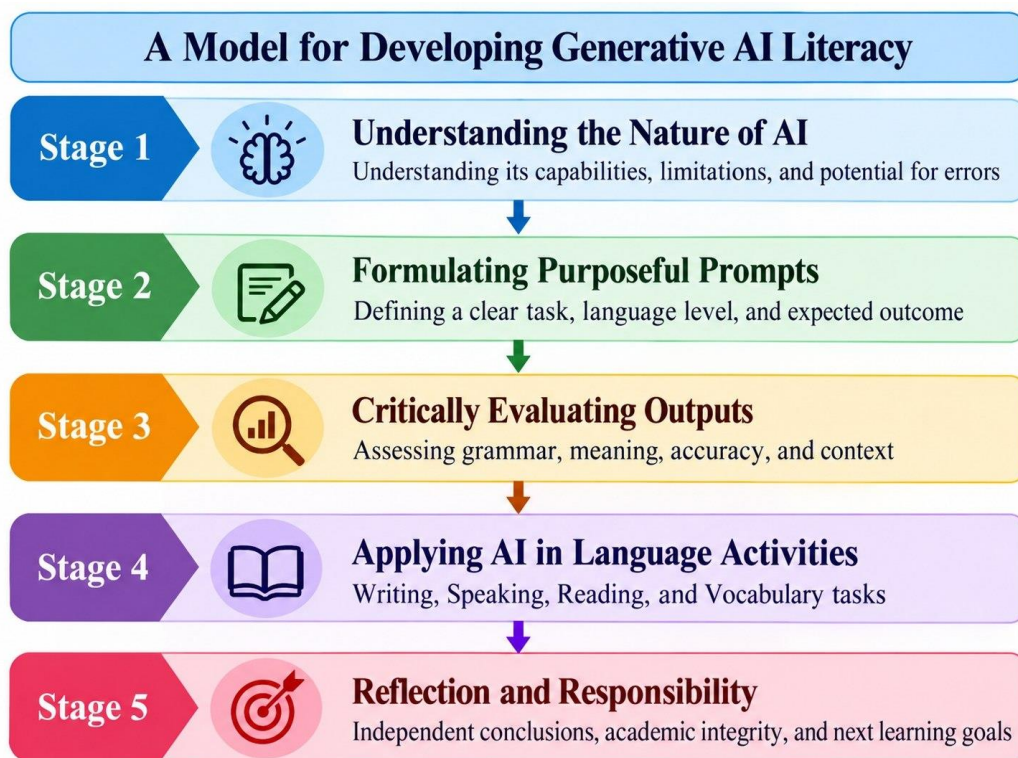


Figure 1. The Author-Developed Model for Developing Generative AI Literacy in English Language Education

A Pedagogical Model for Developing Generative AI Literacy

Based on analysis and methodological synthesis, a five-stage model is proposed.

Stage 1: Understanding the nature of AI. The teacher explains, using examples, that AI tools can generate texts and answers but cannot guarantee that every response is correct. Learners compare AI responses with textbook content or the teacher's explanation.

Stage 2: Formulating purposeful prompts. Learners practice specifying the task, language level, format, and constraints in a prompt. Example: "Explain the Present Perfect tense for an A2 learner, give three examples, then provide five practice questions without answers."

Stage 3: Critically checking the output. Learners evaluate AI-generated text for grammatical accuracy, contextual word choice, logical coherence, and compliance with task requirements.

Stage 4: Applying AI in language activities. AI is used to create dialogues, vocabulary exercises, text-editing tasks, or reading-comprehension questions. The learner then revises the final response using their own knowledge.



Stage 5: Reflection and responsibility. The learner explains which parts were completed independently, which aspects of the AI response were checked, and how they could formulate a better prompt next time.

The overall sequence is: Understanding AI → Purposeful prompting → Critical checking → Application in language activities → Reflection.

Table 1. Examples of integrating AI literacy into language skills

Language skill	Example task	Competency developed
Speaking	Role-play a dialogue with AI between a hotel receptionist and a guest	Communication and fluency
Writing	Analyze AI feedback and edit the text independently	Written communication and editing
Reading	Check AI-generated questions against the source text	Reading comprehension and analysis
Vocabulary	Create and check sentences with new words in context	Contextual vocabulary use
Grammar	Identify errors in AI-generated exercises	Grammatical reasoning

Methodology for Applying the Model in English Lessons

The following tasks are recommended for connecting the model with language skills.

Speaking. Learners practice role-play dialogues with AI, such as “hotel guest–receptionist” or “student–career adviser.” They then identify new expressions and perform the dialogue again in pairs.

Writing. Learners first write a short text independently. They ask AI to explain errors rather than rewrite the entire text. Learners check the recommendations, submit a revised version, and explain their changes.

Reading. AI-generated questions are compared with the text. Learners identify questions whose answers are not supported by the text or that misinterpret it.

Vocabulary. Learners create sentences with topic-related words and check meanings and usage in context.

Sample task. Topic: Environmental Protection. Language level: A2–B1. Learners write a short text about an environmental issue using the words pollution, recycling, renewable energy, reduce, and protect. They ask AI to generate three comprehension questions, check those questions against the original text, and express their own ideas in English.



Pedagogical Conditions and Safe Use

When implementing the model, the teacher should define the purpose of AI use in advance, explain that learners must not enter personal information, and develop habits of checking AI outputs. UNESCO guidance also identifies privacy, age appropriateness, and human oversight as important conditions [1].

To support academic integrity, learners should openly indicate when they have used AI, distinguish their own contribution, and be able to explain the content of the final work. Assessment may consider not only the finished product but also learners' decisions, editing process, and reflection.

Discussion

The proposed model introduces generative AI into English lessons not as an independent learning objective, but as a tool supporting language learning. Its methodological distinction is that checking and revising AI-generated responses becomes a required part of the learning task. This approach engages learners as questioners, analysts, and decision-makers rather than consumers of ready-made answers.

Firm empirical conclusions about the model's effectiveness require classroom testing across different grades and language proficiency levels, with data collected using predefined criteria. Future research may separately examine learners' AI literacy, independence in language tasks, and critical checking skills.

Conclusion

Developing generative AI literacy in English language education should go beyond technical skills to include critical thinking, responsible use, and independent learning. This article proposes a five-stage pedagogical model: understanding AI, formulating purposeful prompts, checking outputs, applying AI in language activities, and reflection.

The model may be adapted to Writing, Speaking, Reading, and Vocabulary activities in English lessons. Its implementation should be guided by teacher supervision, age appropriateness, data security, and academic integrity. The proposed model is a methodological design; determining its impact on learning outcomes remains a task for future empirical research.

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