



THE ROLE OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING: OPPORTUNITIES, CHALLENGES, AND FUTURE PERSPECTIVES

Muxtarova Madinabonu Alijon qizi

Third-year Bachelor's Student

Faculty of Educational Management and Pedagogy

Field of Study: Philology and Language Teaching (English and Russian)

Tashkent International University of Education, Tashkent, Uzbekistan

Abstract: *The rapid integration of artificial intelligence (AI) into education is reshaping English Language Teaching (ELT) by expanding opportunities for personalized instruction, immediate feedback, adaptive practice, and learner autonomy. This paper examines the principal benefits, limitations, and future directions of AI-assisted ELT through a qualitative narrative review of selected peer-reviewed studies and international policy guidance. Particular attention is given to conversational chatbots, automated writing evaluation, speech-recognition tools, and generative AI applications. The reviewed literature indicates that these technologies can support differentiated learning, provide additional speaking and writing practice, and reduce some forms of language-learning anxiety when used within clearly designed pedagogical tasks. At the same time, unequal access to devices and connectivity, unreliable AI-generated content, data-privacy risks, academic-integrity concerns, and insufficient teacher preparation may limit their educational value. The paper argues that AI should not replace teachers but should operate as a supervised instructional resource within a human-in-the-loop model. For Uzbekistan, the most appropriate strategy is a gradual and equitable integration of AI literacy, teacher professional development, low-bandwidth solutions, transparent assessment rules, and continuous human oversight.*

Keywords: *Artificial Intelligence, English Language Teaching, Personalized Learning, Generative AI, Educational Technology, Teacher Digital Competence.*

Аннотация: *Стремительная интеграция искусственного интеллекта (ИИ) в образование меняет преподавание английского языка, расширяя возможности персонализированного обучения, оперативной обратной связи, адаптивной практики и развития самостоятельности обучающихся. В статье рассматриваются основные преимущества, ограничения и перспективы применения ИИ в преподавании английского языка на основе качественного обзорного анализа избранных рецензируемых исследований и международных рекомендаций. Особое внимание уделяется разговорным чат-ботам, системам автоматизированной оценки письменной речи, технологиям распознавания речи и генеративному ИИ. Анализ показывает, что данные инструменты способны поддерживать дифференцированное обучение, расширять возможности речевой и*





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

письменной практики, а также снижать отдельные проявления языковой тревожности при условии их педагогически обоснованного использования. Вместе с тем неравный доступ к устройствам и интернету, недостоверность сгенерированной информации, риски для конфиденциальности данных, проблемы академической добросовестности и недостаточная подготовка преподавателей могут снижать образовательную эффективность ИИ. Обосновывается необходимость модели, при которой технологии используются под обязательным контролем преподавателя и не заменяют его профессиональную, мотивационную и социально-эмоциональную роль. Для Узбекистана предлагается поэтапное и справедливое внедрение ИИ-грамотности, программ повышения квалификации педагогов, решений с низкими требованиями к интернет-соединению, прозрачных правил оценивания и постоянного человеческого контроля.

Ключевые слова: искусственный интеллект, преподавание английского языка, персонализированное обучение, генеративный ИИ, образовательные технологии, цифровая компетентность преподавателя.

Introduction

Digital technologies have influenced language education for several decades, evolving from computer-assisted drills and multimedia resources to intelligent systems capable of generating, analysing, and adapting language content. Early computer-assisted language learning research established that technology is most effective when it supports clear communicative and pedagogical goals rather than functioning as an isolated technical addition (Warschauer & Healey, 1998). Later studies of computer-assisted language learning also emphasized the importance of motivation, task design, and learner engagement (Bodnar et al., 2016).

The current stage of this development is characterized by conversational AI, automated feedback systems, speech-recognition applications, and large language models. These tools can generate examples, simulate dialogue, explain language forms, evaluate drafts, and adjust practice to learners' needs. Nevertheless, the educational value of AI is not automatic. Research on artificial intelligence in higher education has repeatedly noted that technological development often advances more quickly than pedagogical preparation and teacher involvement (Zawacki-Richter et al., 2019). Therefore, the central question is not whether AI should enter the English classroom, but how it can be integrated responsibly, ethically, and effectively.





Methodology

This paper adopts a qualitative narrative-review approach. It draws on selected peer-reviewed publications and policy guidance published mainly between 2019 and 2025, together with two foundational studies in computer-assisted language learning. Sources were selected for their direct relevance to five analytical categories: personalized learning, speaking and writing support, learner motivation and autonomy, teacher competence, and ethical or institutional risk. The purpose is not to provide a statistical meta-analysis but to synthesize recurring findings and formulate context-sensitive recommendations for AI integration in English language education in Uzbekistan.

Opportunities of AI in English Language Teaching

One of the strongest advantages of AI is its capacity to support differentiated learning. In a conventional classroom, a teacher may have limited time to provide every learner with individual tasks and detailed feedback. AI-assisted systems can vary vocabulary difficulty, sentence complexity, question type, and the amount of support according to a learner's current performance. This does not create genuine human understanding of the learner, but it can provide additional practice at an appropriate level and help students work at a more manageable pace.

Conversational chatbots can extend speaking and interaction practice beyond scheduled class hours. Learners may rehearse role-plays, ask for clarification, repeat an exchange, or prepare for an oral task without the social pressure that sometimes accompanies public classroom performance. A systematic review by Du and Daniel (2024) found that AI-powered chatbots can support speaking outcomes, confidence, engagement, motivation, and aspects of pronunciation, although results depend on task quality and implementation. Research with younger learners has also reported positive outcomes when chatbot interaction is carefully structured and linked to curriculum goals (Yuan, 2024).

AI can also support writing development. Automated writing evaluation and generative tools may identify grammar problems, suggest alternative vocabulary, demonstrate text organization, and provide rapid formative feedback. Used properly, such feedback allows students to revise multiple drafts and compare their own decisions with suggested alternatives. Generative AI can additionally help teachers create model texts, differentiated prompts, discussion questions, and supplementary exercises. Kohnke, Moorhouse, and Zou (2023) stress, however, that effective use requires both teachers and learners to develop the digital competence needed to evaluate outputs critically and use them ethically.

A further benefit is learner autonomy. AI tools are available outside normal institutional hours and can offer low-stakes opportunities for repeated practice. Recent ELT research shows that learners and teachers often value rapid feedback, the availability of varied materials, and the possibility of individualized practice (Hiniz, 2024). A broad review of conversational AI in ELT likewise identifies growing interest in learning outcomes, motivation, and the conditions that influence acceptance and continued use (Lai & Lee, 2024).





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

Challenges and Ethical Concerns

The first major challenge is the digital divide. AI integration may deepen inequality when some learners have stable broadband, modern devices, and paid services while others rely on limited mobile data or shared equipment. This issue is especially important for institutions serving rural or economically disadvantaged communities. Educational managers should therefore evaluate infrastructure and accessibility before making AI-dependent tasks compulsory.

The second challenge is reliability. Generative AI can produce fluent but inaccurate, invented, culturally inappropriate, or oversimplified information. In language education, an answer may be grammatically acceptable yet unsuitable for a specific register, communicative situation, or variety of English. Students must therefore be taught to verify examples, compare sources, and treat AI output as a draft or suggestion rather than an unquestionable authority.

Academic integrity presents another serious concern. Excessive reliance on generative tools may reduce opportunities for independent writing, critical thinking, and productive struggle. It may also make authorship difficult to establish when assessment tasks are completed outside the classroom. The solution is not limited to prohibition. Institutions should redesign assessment by combining process evidence, drafts, oral explanation, classroom performance, reflection on AI use, and clear disclosure requirements. Such measures encourage responsible use while preserving evidence of the student's own competence.

Data privacy and child protection must also be considered. Learners may unknowingly submit personal information, school documents, or identifiable classroom data to external systems. UNESCO (2023) recommends a human-centred approach that protects privacy, promotes transparency, and ensures age-appropriate use. Schools and universities should establish approved-tool lists, data-handling rules, and procedures for obtaining appropriate consent where necessary.

Finally, teacher preparation remains essential. Without pedagogical guidance, AI may be underused, used only for superficial task generation, or applied in ways that weaken learning objectives. Teachers need practical training in prompt design, verification of outputs, inclusive lesson planning, assessment redesign, and ethical decision-making. AI competence should be understood as part of professional pedagogical competence rather than as a purely technical skill.

Practical Recommendations for Uzbekistan

1. Integrate AI literacy into the curriculum. Students should learn how generative systems produce responses, why errors occur, how to verify information, and how to acknowledge AI assistance. AI literacy should be connected with academic writing, information literacy, and digital citizenship.

2. Establish systematic teacher-training frameworks. Professional development should include hands-on practice with conversational tools, automated feedback, lesson





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

adaptation, assessment design, and data-privacy principles. Training should focus on pedagogical decisions rather than on the promotion of particular commercial products.

3. Develop low-bandwidth and shared-access solutions. Institutions should prioritize tools that function on ordinary smartphones, consume limited data, or offer downloadable and offline components. Where individual access is impossible, supervised classroom stations and shared institutional accounts may reduce inequality.

4. Create transparent assessment and disclosure rules. Students should know when AI use is permitted, restricted, or prohibited. Assignments should require evidence of the learning process, such as outlines, drafts, oral defence, source verification, and a brief statement describing how AI was used.

5. Maintain continuous human oversight. Teachers must remain responsible for selecting learning objectives, evaluating cultural and linguistic appropriateness, interpreting student needs, and making final assessment decisions. AI should support, not replace, professional judgement.

Future Perspectives

The future of AI-assisted ELT is likely to involve more multimodal systems that combine text, speech, images, pronunciation analysis, and adaptive feedback. Such systems may support realistic simulations, project-based learning, and more accessible practice for learners with different needs. However, future development should also include local language support, culturally appropriate examples, and transparent explanations of how feedback is generated.

For Uzbekistan, sustainable progress will depend less on adopting the newest platform and more on building institutional capacity. Pilot projects should be evaluated before large-scale implementation, with attention to learning outcomes, teacher workload, student access, privacy, and cost. A balanced human-in-the-loop model offers the strongest basis for innovation because it combines the speed and scalability of AI with the contextual knowledge, empathy, and professional responsibility of the teacher.

Conclusion

Artificial intelligence has significant potential to enrich English language teaching through personalized practice, immediate formative feedback, expanded speaking opportunities, and support for teacher resource development. Nevertheless, its benefits are conditional rather than automatic. Unequal access, unreliable outputs, academic-integrity risks, privacy concerns, and insufficient teacher preparation can undermine the quality and fairness of AI-assisted education. The most appropriate direction is therefore a structured hybrid model in which AI performs supportive functions while teachers retain responsibility for pedagogy, ethics, motivation, cultural interpretation, and final assessment. Through gradual implementation, clear institutional rules, teacher development, and equitable access, Uzbekistan can use AI to strengthen ELT without weakening the human relationships at the centre of education.





References

1. Bodnar, S., Cucchiarini, C., Strik, H., & van Hout, R. (2016). Evaluating the motivational impact of CALL systems: Current practices and future directions. *Computer Assisted Language Learning*, 29(1), 186–212. <https://doi.org/10.1080/09588221.2014.927365>
2. Du, J., & Daniel, B. K. (2024). Transforming language education: A systematic review of AI-powered chatbots for English as a foreign language speaking practice. *Computers and Education: Artificial Intelligence*, 6, 100230. <https://doi.org/10.1016/j.caeai.2024.100230>
3. Hınız, G. (2024). A year of generative AI in English language teaching and learning: A case study. *Journal of Research on Technology in Education*, 1–21. <https://doi.org/10.1080/15391523.2024.2404132>
4. Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for language teaching and learning. *RELC Journal*, 54(2), 537–550. <https://doi.org/10.1177/00336882231162868>
5. Lai, W. Y. W., & Lee, J. S. (2024). A systematic review of conversational AI tools in ELT: Publication trends, tools, research methods, learning outcomes, and antecedents. *Computers and Education: Artificial Intelligence*, 7, 100291. <https://doi.org/10.1016/j.caeai.2024.100291>
6. UNESCO. (2023). Guidance for generative AI in education and research. UNESCO.
7. Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31(2), 57–71. <https://doi.org/10.1017/S0261444800012970>
8. Yuan, Y. (2024). An empirical study of the efficacy of AI chatbots for English as a foreign language learning in primary education. *Interactive Learning Environments*, 32(10), 6774–6789. <https://doi.org/10.1080/10494820.2023.2282112>
9. Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education: Where are the educators? *International Journal of Educational Technology in Higher Education*, 16, Article 39. <https://doi.org/10.1186/s41239-019-0171-0>

