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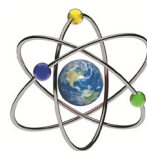
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- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
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- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# THE INTEGRATION OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING: OPPORTUNITIES AND CHALLENGES

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**Abstract:** This article examines how artificial intelligence (AI) is reshaping English language teaching (ELT) practice, focusing on the opportunities that AI-driven tools offer for personalized instruction, automated feedback, and learner autonomy, as well as the pedagogical, ethical, and institutional challenges that accompany their adoption. Drawing on a review of recent empirical and theoretical literature published between 2020 and 2026, together with the author's classroom observations in a private secondary school in Khorezm, Uzbekistan, the study applies a qualitative document-analysis method to identify recurring themes across the literature. The findings indicate that AI applications such as intelligent tutoring systems, automated writing evaluation tools, speech-recognition software, and conversational chatbots can enhance learner motivation, provide immediate corrective feedback, and support differentiated instruction. At the same time, the review highlights persistent concerns regarding data privacy, algorithmic bias, over-reliance on machine-generated output, the erosion of academic integrity, and unequal access to digital infrastructure, particularly in low-resource educational settings such as rural Uzbekistan. The article concludes that AI should be positioned as a complementary pedagogical resource rather than a replacement for the teacher, and it proposes a set of practical recommendations for teacher training, curriculum design, and policy development aimed at responsible AI integration in ELT.

**Key words:** artificial intelligence, English language teaching, CALL, chatbots, automated feedback, personalized learning, digital literacy, EFL, teacher education, Uzbekistan.

**Annotatsiya:** Ushbu maqolada sun'iy intellekt (SI) texnologiyalarining ingliz tili o'qitish amaliyotiga ta'sir ko'lami tahlil qilinadi. Maqolada SI asosidagi vositalarning shaxsga yo'naltirilgan ta'lim, avtomatik baholash va o'quvchi mustaqilligini oshirish borasidagi imkoniyatlari, shuningdek, ularni joriy etishda yuzaga keladigan pedagogik, axloqiy va tashkiliy muammolar ko'rib chiqiladi. 2020–2026-yillarda chop etilgan ilmiy manbalar tahlili hamda Xorazm viloyatidagi xususiy maktablardan birida olib borilgan kuzatuvlar asosida sifat tadqiqoti usuli qo'llanildi. Natijalar shuni ko'rsatadiki, aqli o'quv tizimlari, yozma ishlarni avtomatik baholovchi dasturlar, nutqni tanish tizimlari va suhbat botlari o'quvchilarning motivatsiyasini oshirish, tezkor tuzatuvchi fikr-mulohaza berish va tabaqalashtirilgan ta'limni qo'llab-quvvatlashga xizmat qiladi. Shu bilan birga, ma'lumotlar maxfiyligi, algoritmik nosozliklar, texnologiyaga haddan tashqari bog'liqlik, akademik halollikning susayishi hamda raqamli infratuzilmaga teng kirish imkoniyatining yo'qligi kabi muammolar ham aniqlandi. Maqola sun'iy intellektni o'qituvchining o'rnini bosuvchi emas, balki uni to'ldiruvchi pedagogik vosita sifatida ko'rish zarurligini asoslaydi va o'qituvchilar tayyorlash, o'quv dasturlarini ishlab chiqish hamda siyosat darajasidagi qarorlar uchun amaliy tavsiyalar taklif etadi.

**Kalit so'zlar:** sun'iy intellekt, ingliz tili o'qitish, kompyuter yordamida til o'rgatish, chatbotlar, avtomatik fikr-mulohaza, shaxsga yo'naltirilgan ta'lim, raqamli savodxonlik, xorijiy til sifatida ingliz tili, o'qituvchilar tayyorlash, O'zbekiston.



**Аннотация:** В данной статье анализируется влияние технологий искусственного интеллекта (ИИ) на практику преподавания английского языка. Рассматриваются возможности, которые инструменты на основе ИИ предоставляют для персонализированного обучения, автоматической обратной связи и развития учебной автономии обучающихся, а также педагогические, этические и организационные проблемы, возникающие при их внедрении. На основе анализа научной литературы, опубликованной в 2020–2026 годах, и наблюдений автора в частной школе Хорезмской области был применён качественный метод анализа документов. Результаты показывают, что интеллектуальные обучающие системы, программы автоматической проверки письменных работ, системы распознавания речи и чат-боты способствуют повышению мотивации учащихся, обеспечивают оперативную корректирующую обратную связь и поддерживают дифференцированное обучение. Вместе с тем выявлены проблемы, связанные с конфиденциальностью данных, алгоритмической предвзятостью, чрезмерной зависимостью от машинно-генерируемого текста, снижением академической честности и неравным доступом к цифровой инфраструктуре. В статье обосновывается, что искусственный интеллект следует рассматривать как вспомогательный педагогический ресурс, а не как замену учителя, и предлагаются практические рекомендации по подготовке педагогов, разработке учебных программ и формированию образовательной политики.

**Ключевые слова:** искусственный интеллект, обучение английскому языку, компьютерное обучение языку, чат-боты, автоматическая обратная связь, персонализированное обучение, цифровая грамотность, английский как иностранный, подготовка учителей, Узбекистан.

## INTRODUCTION

Artificial intelligence has moved from the periphery of educational technology to the centre of public and academic debate about the future of teaching and learning. The field commonly referred to as computer-assisted language learning<sup>1</sup> has undergone several waves of technological change since the 1960s, but the emergence of large-scale generative models over the past four years has produced a shift that many scholars consider qualitatively different from earlier tools.<sup>2</sup> Unlike earlier drill-and-practice software, contemporary AI systems can generate original text, sustain open-ended conversation, evaluate extended writing, and adapt in real time to an individual learner's proficiency level. For English language teaching in particular, these capabilities intersect directly with long-standing pedagogical goals: individualized feedback, authentic communicative practice, and learner-centred instruction.

At the same time, the rapid and largely unregulated adoption of AI tools in classrooms has generated considerable uncertainty among practitioners. Teachers report enthusiasm about the potential of AI to reduce marking loads and to give students additional speaking and writing practice outside class hours, while simultaneously expressing concern about plagiarism, the reliability of automated assessment, and the risk that learners may substitute genuine language production with machine-generated text. In contexts such as Uzbekistan, where English proficiency is increasingly treated as a national educational priority and where school infrastructure varies considerably between urban and rural areas, these tensions are especially salient.

This paper addresses three interrelated questions:

- (1) What opportunities does the current generation of AI tools offer for English language teaching and learning?
- (2) What challenges and risks accompany the integration of these tools into ELT practice?
- (3) What practical measures can teachers, curriculum designers, and policymakers take to maximize the benefits of AI while mitigating its risks, particularly in developing-country contexts?

The article proceeds by outlining the review methodology, presenting the main findings organized around opportunities and challenges, discussing their implications, and concluding with recommendations for practice and further research.

## LITERATURE REVIEW

Research on the integration of artificial intelligence (AI) in English Language Teaching (ELT) has expanded rapidly in recent years. Michael Warschauer and Deborah Healey emphasize that digital technologies can enhance language learning by promoting learner autonomy and improving access to authentic learning resources. According to Yang Gao and colleagues, AI-powered tools such as intelligent tutoring systems, automated writing evaluation, and conversational chatbots provide personalized learning experiences and immediate feedback that support learners' language development. Furthermore, Jie Dai notes that AI applications

1 CALL (computer-assisted language learning) refers broadly to any use of computer technology to support language teaching and learning, encompassing tools ranging from early vocabulary drills to present-day AI-driven platforms.

2 Generative AI (GenAI) systems, such as large language models, differ from earlier CALL software in that they can produce novel, context-appropriate text and dialogue rather than selecting from pre-programmed responses.



can improve students' motivation and engagement when integrated with communicative teaching approaches. However, Wayne Holmes argues that the successful adoption of AI in education depends on addressing challenges related to academic integrity, data privacy, algorithmic bias, and teacher preparedness. Overall, the literature suggests that AI should serve as a complementary pedagogical tool that supports, rather than replaces, the role of English language teachers.

## RESEARCH METHODOLOGY

This study adopts a qualitative, narrative literature-review design combined with reflective classroom observation. Peer-reviewed articles, systematic reviews, and scoping reviews published between 2020 and 2026 were located through academic databases including Scopus, ERIC, and Google Scholar, using combinations of the search terms “artificial intelligence”, “English language teaching”, “EFL”, “CALL”, “chatbot”, and “automated writing evaluation”.<sup>3</sup> Sources were included if they reported empirical findings or theoretical analysis directly concerned with AI applications in second- or foreign-language English instruction; purely technical papers with no pedagogical dimension were excluded. Approximately forty sources were initially identified, of which twenty-two met the inclusion criteria and were analyzed thematically.

In addition to the literature review, the author's own teaching experience at a private secondary school in Khorezm, Uzbekistan, is used as a contextual reference point throughout the discussion, illustrating how the themes identified in the international literature manifest in a specific local setting. This mixed approach-combining document analysis with practitioner reflection-was chosen because purely theoretical reviews often fail to capture the practical constraints faced by teachers working with limited digital infrastructure, while purely anecdotal accounts lack grounding in the wider research base. The thematic analysis followed three iterative stages: familiarization with the sources, open coding of recurring concepts, and grouping of codes into broader categories of opportunity and challenge, which structure the results section below.

## ANALYSIS AND RESULTS

**Personalized and adaptive learning.** Across the reviewed literature, the most frequently cited advantage of AI in ELT is its capacity to tailor instruction to individual learners. Adaptive platforms track learner performance and adjust the difficulty, pace, and content of exercises accordingly, allowing a single classroom to accommodate learners at different proficiency levels without requiring the teacher to prepare multiple parallel materials. Reviews of AI-supported language-learning applications report that such tools can analyze large volumes of learner data in real time, giving teachers detailed insight into each student's strengths and weaknesses and enabling faster adjustments to instruction.<sup>4</sup>

**Automated feedback and assessment.** Automated writing evaluation (AWE) systems and AI-based essay-scoring tools are widely reported to reduce teacher grading workload while providing learners with immediate, consistent feedback on grammar, vocabulary, and organization. A research synthesis of AWE use in second-language classrooms concludes that such tools are most effective when integrated as a complement to, rather than a substitute for, teacher feedback, since students tend to trust and act on human commentary differently from machine-generated commentary.<sup>5</sup> A randomized controlled trial with EFL learners using the AWE tool Grammarly likewise found measurable gains in writing accuracy, particularly among lower-proficiency students, supporting the view that automated feedback can meaningfully complement classroom instruction when combined with teacher scaffolding. Speech-recognition and pronunciation-coaching applications have similarly been found to improve learners' confidence and accuracy in spoken production by offering repeated, judgment-free practice opportunities.

**Conversational practice through chatbots.** AI-driven chatbots have emerged as a particularly popular application in EFL contexts, functioning as always-available conversational partners for learners who lack regular access to proficient English speakers. A widely cited technology review of ChatGPT for language teaching describes how such tools can contextualize word meanings, provide corrections with explanations, generate varied text types, and produce practice quizzes on demand.<sup>6</sup> Reviewed studies indicate that interacting with chatbots can foster positive attitudes toward language learning and reduce anxiety associated with speaking

3 Database searches were limited to sources published in English between January 2020 and June 2026 to ensure relevance to the current generation of generative AI tools.

4 Such analytics-driven adjustment is sometimes referred to as an ‘intelligent tutoring system’, a category of software that models learner knowledge states to guide subsequent instructional decisions.

5 See the research synthesis by Stevenson (2016) and the classroom study by Link, Mehrzad, and Rahimi (2022) on how AWE interacts with teacher feedback practices.

6 See Kohnke, Moorhouse, and Zou (2023) for a detailed technology review of ChatGPT's affordances and limitations for language teaching.

in front of peers, since learners can rehearse language in a low-stakes environment before using it in real communicative settings.

**Motivation and learner autonomy.** A recurring theme across the literature is the positive effect of AI tools on learner motivation and willingness to practice independently outside the classroom. Gamified AI applications, instant feedback loops, and the novelty of interacting with conversational agents appear to sustain engagement over time, although several reviews caution that motivational gains are not always accompanied by measurable improvements in language proficiency, suggesting that novelty effects may play a role that diminishes as tools become routine.

**Academic integrity and over-reliance.** The accessibility of generative AI tools capable of producing fluent English text has raised widespread concern about plagiarism and the authenticity of student work. Teachers in several studies report difficulty distinguishing between student-authored and AI-generated writing, which complicates traditional assessment practices and raises questions about what genuine language proficiency looks like in an AI-saturated environment. Beyond outright misuse, there is concern that habitual reliance on AI-generated text may weaken learners' own drafting, editing, and critical-thinking skills if not carefully managed by teachers. A further complication is that automated detectors increasingly used to flag AI-generated text have been shown to misclassify authentic writing by non-native English speakers as machine-generated at markedly higher rates than writing by native speakers,<sup>7</sup> a fairness concern directly relevant to EFL contexts such as Uzbekistan, where learners' English may show non-native patterning that such detectors misread as artificial.

**Ethical and privacy concerns.** The collection and processing of learner data by AI platforms raises questions about consent, data security, and surveillance, particularly for minors. Scholars examining AI ethics in K-12 settings emphasize that educational institutions frequently lack clear policies governing how student data gathered by third-party AI tools is stored, used, or shared,<sup>8</sup> a gap that is especially pronounced in education systems that are only beginning to develop digital-governance frameworks.

**Digital divide and unequal access.** Many AI-based language-learning tools require stable internet connectivity, compatible devices, and often paid subscriptions, conditions that are not uniformly available across regions. In rural and semi-urban areas of Uzbekistan, as in many developing contexts, uneven access to devices and connectivity means that the benefits of AI integration risk being concentrated among learners who are already comparatively advantaged, potentially widening rather than narrowing existing achievement gaps.

**Changing role of the teacher.** Finally, the literature consistently underscores that AI tools function most effectively as a complement to, rather than a substitute for, the teacher. Studies examining teacher and learner perceptions of chatbots and AI platforms conclude that human guidance remains essential for interpreting AI-generated feedback, sustaining motivation, and providing the socio-emotional support that automated systems cannot replicate, and that teachers require dedicated training to integrate these tools effectively rather than being expected to adopt them without preparation (Table 1).

**Table 1: Summary of opportunities and challenges of AI integration in ELT**

| Theme                      | Opportunities                                                            | Challenges                                                                   |
|----------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>Instruction</b>         | Adaptive pacing and differentiated tasks based on real-time learner data | Limited evidence on long-term proficiency gains beyond short-term motivation |
| <b>Assessment</b>          | Rapid, consistent feedback on writing and pronunciation                  | Reduced validity of take-home writing tasks; risk of over-reliance           |
| <b>Access &amp; equity</b> | Free or low-cost tools widen access to conversational practice           | Connectivity and device gaps concentrate benefits among advantaged learners  |
| <b>Teacher role</b>        | Reduced routine workload; more time for higher-order guidance            | Requires new training; risk of de-skilling without support                   |

Taken together, the findings suggest that AI integration in ELT is best understood not as a binary choice between adoption and rejection but as a matter of pedagogical design: the same tool can support meaningful language development or undermine it, depending on how it is embedded within classroom practice. Automated feedback, for instance, is most beneficial when treated as a first pass that students then discuss and revise with teacher guidance, rather than as a final verdict on the quality of their writing. Similarly, chatbot-based conversational practice appears most valuable when used to build learners' confidence before, rather than instead of, real interpersonal communication.

<sup>7</sup> See Liang, Yuksekgonul, Mao, Wu, and Zou (2023), who tested widely used GPT-detection tools on TOEFL essays written by non-native speakers and found substantially elevated false-positive rates.

<sup>8</sup> This concern is particularly acute for school-age learners, who are legally considered minors in most jurisdictions and for whom data-protection obligations are typically stricter.



The Uzbek context illustrated in this review highlights how global trends interact with local conditions. Urban schools and universities in Tashkent increasingly have access to reliable internet and institutional support for experimenting with AI tools, while rural schools, including the one in which the author teaches, often rely on mobile data and personal devices, making consistent AI integration considerably more difficult. This unevenness suggests that national policy on AI in education needs to address infrastructure and teacher training simultaneously; introducing AI tools without corresponding investment in connectivity and professional development risks reinforcing existing inequalities rather than reducing them.

A further implication concerns assessment design. As generative AI becomes capable of producing fluent, grammatically accurate English text, traditional take-home writing assignments lose some of their validity as measures of individual proficiency. This suggests a need to diversify assessment methods, incorporating in-class writing, oral examinations, and process-based portfolios that make individual learning visible in ways a single AI-assisted text cannot. Limitations of the present review include its reliance on published literature that may not fully capture unpublished or informal teacher practices, and the fact that the rapidly evolving nature of AI tools means that specific findings may become outdated within a short period; the broader pedagogical principles identified here, however, are likely to remain relevant even as particular technologies change.

## CONCLUSION AND SUGGESTIONS

Artificial intelligence offers English language teachers genuine opportunities to personalize instruction, provide timely feedback, and expand learners' opportunities for authentic practice, while simultaneously raising serious questions about academic integrity, data privacy, equitable access, and the evolving role of the teacher. The evidence reviewed here indicates that the most productive way forward is to position AI as a complementary pedagogical resource, integrated deliberately into lesson design and supported by clear institutional guidelines, rather than as an unmanaged addition to existing practice.

For contexts such as Uzbekistan, where educational authorities are actively promoting English proficiency as a national priority, this implies parallel investment in teacher training, digital infrastructure, and locally adapted policy frameworks. Future research would benefit from longitudinal classroom studies that measure actual language-proficiency outcomes associated with sustained AI use, rather than relying primarily on learner attitudes and short-term motivational effects.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



# AKTABGACHA VA AKTAB TA'LIMI

**Mas'ul muharrir:** Ramzidin Ashurov

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