

The Use of Artificial Intelligence in Teaching English: A Pedagogical Perspective

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Abstract. This article investigates the integration of Artificial Intelligence (AI) in English language teaching (ELT), focusing on its pedagogical implications, advantages, and challenges. The research employs a qualitative content analysis method, examining existing AI-driven tools and recent empirical studies in the domain of language learning. Findings indicate that AI enhances personalized learning, immediate feedback, and learner autonomy, particularly through chatbots, speech recognition, and adaptive testing. However, challenges such as digital literacy gaps and ethical concerns remain. The study underscores the necessity for teacher training and curriculum adaptation to leverage AI's potential effectively.

Key words: Artificial Intelligence, English Language Teaching, ELT, AI tools, ChatGPT, personalization, pedagogy, language learning.

Introduction

Artificial Intelligence (AI) has emerged as a transformative force in education, especially in the field of English Language Teaching (ELT). With increasing global demand for English proficiency, AI offers new solutions for language practice, assessment, and instruction that extend beyond traditional classroom settings (Hwang & Tu, 2021). Intelligent tutors, chatbots, speech recognition software, and adaptive learning systems now supplement or replace conventional teaching aids.

This study explores the practical applications of AI in teaching English and critically analyzes how these technologies reshape pedagogical methods, teacher roles, and student engagement. It seeks to answer the following questions:

1. What AI tools are currently being used in ELT?
2. How does AI impact student outcomes and engagement?
3. What are the challenges and limitations of AI integration in language education?

Methods

A qualitative research design was employed using content analysis of peer-reviewed journal articles, recent conference proceedings, and documented case studies from 2019 to 2024. Sources were selected based on relevance to AI applications in ELT and pedagogical outcomes. Inclusion criteria involved studies that:

- Reported implementation of AI tools in English teaching;
- Measured learning outcomes or student engagement;
- Discussed pedagogical implications for instructors and curriculum.

In total, 28 studies were reviewed, including empirical studies, pilot implementations, and meta-analyses.

Results

Types of AI Used in ELT The reviewed literature identified several widely adopted AI tools in ELT:

- **Chatbots** (e.g., ChatGPT): Used for simulated conversations, vocabulary building, and writing assistance.
- **Speech recognition software** (e.g., Google's API): Facilitates pronunciation and speaking fluency.
- **Adaptive learning platforms** (e.g., Duolingo, CenturyTech): Tailor content to learners' pace and proficiency level.
- **Automated essay scoring systems** (e.g., Grammarly, Write & Improve): Provide grammar, coherence, and vocabulary feedback.

Pedagogical Impacts

- **Personalization:** AI algorithms adapt materials to learner needs, boosting motivation and efficiency (Kukulska-Hulme, 2020).
- **Formative feedback:** Real-time correction enables students to recognize and address their mistakes instantly.
- **Learner autonomy:** Students take control of their learning outside the classroom, which enhances language exposure and engagement.

Challenges Identified

- **Digital divide:** Not all learners and teachers have equal access to AI tools.
- **Teacher training gaps:** Many educators lack sufficient training to implement AI effectively.
- **Ethical concerns:** Issues such as data privacy, algorithmic bias, and over-reliance on technology were noted.

Discussion

The integration of AI into ELT presents both revolutionary opportunities and practical challenges. On one hand, AI empowers learners by making English education more accessible, personalized, and responsive. On the other hand, it necessitates a rethinking of teacher roles—from knowledge transmitters to facilitators and tech-savvy mediators.

While AI can support routine instructional tasks, it cannot replicate human emotional intelligence, cultural nuance, or classroom dynamics. Thus, successful implementation depends not only on access to technology but also on re-skilling educators, redesigning curricula, and ensuring that ethical frameworks are in place.

Future research should include longitudinal studies on student progress in AI-integrated classrooms and comparative analyses of AI effectiveness across diverse sociocultural contexts.

Conclusion

AI is reshaping English language instruction by offering interactive, adaptive, and scalable solutions. However, for its benefits to be fully realized, institutional readiness, teacher training, and critical evaluation frameworks must accompany technological adoption. AI should be viewed as a complement—not a replacement—for human-led language teaching.

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