ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING: CONTEMPORARY RESEARCH AND CLASSROOM PRACTICE

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INGLIZ TILINI O‘QITIShDA SUN’IY INTELLEKT: ZAMONAVIY TADQIQOTLAR VA SINF AMALIYOTI

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ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА: СОВРЕМЕННЫЕ ИССЛЕДОВАНИЯ И ПРАКТИКА

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Tayanch so‘zlar: sun’iy intellekt, ingliz tilini o‘qitish, ingliz tili chet tili sifatida (EFL), raqamli pedagogika, oliy ta’lim, til o‘rganish.

Rezyume. Maqolada bakalavriat talabalari ishtirokida o‘tkazilgan aralash metodli tadqiqot asosida ingliz tilini chet tili sifatida (EFL) o‘qitishda sun’iy intellektning (SI) pedagogik salohiyati tahlil qilinadi. Tadqiqot til ko‘nikmalari rivoji, talabalar faolligi va o‘qituvchilarning SI integratsiyasiga munosabatini o‘rganadi. Natijalar SI yozish, lug‘at boyligini oshirish va og‘zaki nutqni rivojlantirishda aniq pedagogik maqsadlar hamda o‘qituvchilarning raqamli kompetensiyasi mavjud bo‘lganda eng samarali ekanini ko‘rsatadi.

Ключевые слова: искусственный интеллект, обучение английскому языку, английский язык как иностранный (EFL), цифровая педагогика, высшее образование, изучение языка.

Резюме. В статье рассматривается педагогический потенциал искусственного интеллекта (ИИ) в обучении английскому языку как иностранному (EFL) на основе смешанного исследования, проведённого среди студентов бакалавриата. Анализируются языковые достижения, вовлечённость обучающихся и отношение преподавателей к интеграции ИИ. Результаты показывают, что ИИ наиболее эффективен при развитии письменной речи, словарного запаса и разговорных навыков при наличии чётких педагогических целей и достаточной цифровой компетентности преподавателей.

Key words: artificial intelligence, English language teaching, EFL, digital pedagogy, higher education, language learning.

Summary. The study explores the pedagogical potential of artificial intelligence (AI) in English as a Foreign Language (EFL) through a mixed-methods study with undergraduate students. It examines language achievement, learner engagement, and teachers' perceptions of AI integration. The findings show that AI is most effective for writing, vocabulary, and speaking practice when guided by clear pedagogical goals, while teacher digital competence remains essential for its effective implementation.

Introduction. Artificial intelligence has rapidly transformed educational practice during the past several years, becoming one of the most actively discussed innovations in language education. While earlier digital technologies primarily supported access to learning materials, contemporary AI systems generate responses, analyze learner performance, provide individualized feedback, and simulate communicative interaction. These developments have significantly expanded opportunities for English language learning beyond traditional classroom instruction [1].

The growing accessibility of generative AI has fundamentally changed how students approach language learning tasks. Writing assignments, vocabulary practice, pronunciation training, and conversational exercises can now be completed with immediate automated assistance. Such opportunities increase the amount of language practice available to learners while simultaneously challenging established assumptions regarding teacher feedback, learner autonomy, and academic responsibility [2].

Recent international research demonstrates that English language education has become one of the fastest-growing areas of educational AI implementation. Unlike conventional computer-assisted language learning systems, modern AI applications produce context-sensitive responses that allow learners to interact with language in more flexible ways. However, researchers consistently emphasize that successful implementation depends primarily on pedagogical planning rather than technological sophistication alone [3].

Despite the growing number of publications on AI in education, important questions remain unresolved. Many studies focus primarily on learners' perceptions, while fewer investigations examine how AI functions under authentic classroom conditions during regular instruction. Furthermore, scholars continue debating how AI influences independent language production, critical thinking, and the professional role of teachers [4].

The present article addresses these issues by interpreting classroom practice alongside contemporary empirical evidence. Instead of viewing artificial intelligence as either a complete solution or a potential threat, the study examines the pedagogical conditions under which AI contributes to sustainable English language development.

Research Aim. The study aims to examine the pedagogical effectiveness of artificial intelligence in English language teaching and to identify instructional factors that facilitate its successful classroom integration.

Research Objectives

- to examine how AI-supported activities influence English language development;
- to analyze learners' engagement during AI-assisted instruction;
- to identify pedagogical advantages and limitations of AI integration;
- to formulate practical recommendations for English language teachers.

Materials and Methods.

Research Design. The study adopts a mixed-methods approach because the educational impact of artificial intelligence cannot be adequately explained through quantitative measurements alone. Language learning involves measurable achievement as well as learner experiences, attitudes, and classroom interaction. Consequently, qualitative interpretation complements descriptive analysis throughout the study.

The research design combines classroom observation, learner feedback, and evidence synthesized from recent systematic reviews published between 2022 and 2025. Such triangulation allows classroom findings to be interpreted within broader international research while avoiding conclusions based solely on isolated observations.

Participants. The classroom component involved undergraduate students enrolled in compulsory English language courses at a higher educational institution. Participants represented intermediate proficiency levels corresponding approximately to CEFR B1-B2.

Students participated in instructional activities that incorporated AI-supported language practice alongside conventional teaching methods. The intervention extended across one academic semester, allowing repeated observation of classroom interaction rather than isolated experimental sessions.

Instructional Procedure. Artificial intelligence was incorporated into selected instructional activities without replacing teacher-led instruction. Students used AI applications for several pedagogical purposes.

First, AI supported writing instruction by helping students revise drafts, identify grammatical inaccuracies, improve lexical choice, and reorganize ideas. Rather than submitting AI-generated texts directly, students compared automated suggestions with teacher feedback during classroom discussion.

Second, vocabulary development involved adaptive exercises that generated contextual examples and lexical practice according to learner responses. Immediate feedback encouraged repeated revision beyond classroom hours.

Third, pronunciation activities used speech-recognition technologies to provide learners with immediate information about pronunciation accuracy, allowing multiple attempts before classroom performance.

Finally, conversational practice employed AI-generated dialogues that simulated authentic communicative situations. These activities prepared students for teacher-guided discussions conducted during regular lessons.

A particularly important methodological principle involved reflective evaluation. After completing AI-supported tasks, students discussed automated feedback with the teacher, compared alternative responses, and considered linguistic appropriateness within communicative contexts. Previous research suggests that such guided reflection significantly strengthens educational outcomes [3].

Data Collection. The analysis draws upon four complementary sources of evidence:

1. classroom observation records;
2. learner reflections collected during instructional activities;
3. descriptive comparisons of language performance throughout the semester;
4. contemporary systematic reviews examining AI implementation in English language teaching.

Combining these sources made it possible to interpret classroom developments alongside broader international research trends.

Participation in classroom activities followed institutional educational practice. Student reflections were considered anonymously, and classroom observations were interpreted without identifying individual participants. The study follows general ethical principles applicable to educational research involving university students.

Results. The classroom observations indicate that artificial intelligence supported several aspects of English language development when integrated into structured instructional activities. Improvements were most clearly visible in writing revision, vocabulary expansion, pronunciation practice, and learner engagement.

Writing activities produced the most noticeable pedagogical benefits. Students revised their drafts more frequently because automated feedback reduced waiting time between revisions. Instead of relying exclusively on teacher correction, learners experimented with multiple versions before classroom discussion. Nevertheless, teacher mediation remained essential because AI occasionally suggested linguistically acceptable but contextually inappropriate alternatives.

Vocabulary learning also benefited from adaptive practice. Students encountered lexical items repeatedly across different contexts, which appeared to strengthen retention. Rather than memorizing isolated word lists, learners engaged with vocabulary through sentence generation, contextual explanations, and repeated usage.

Pronunciation activities demonstrated another practical advantage. Students reported greater confidence when practicing individually before speaking publicly. Immediate automated feedback reduced anxiety associated with classroom performance, particularly among less confident learners.

Classroom participation increased during AI-supported activities because learners interacted with digital tools outside scheduled lessons and subsequently returned to class prepared for discussion. This observation corresponds with recent research emphasizing that AI extends learning opportunities beyond formal instructional time [5].

Discussion. The present findings generally correspond with contemporary international research demonstrating that artificial intelligence produces its strongest educational benefits when integrated into pedagogically structured instruction rather than functioning as an independent learning solution.

One of the most consistent findings across recent systematic reviews concerns writing instruction. AI effectively supports drafting, grammatical revision,

vocabulary enrichment, and text restructuring. However, researchers repeatedly emphasize that educational value emerges when learners critically evaluate automated suggestions instead of treating them as final answers [2]. Classroom observations reported in the present study reinforce this conclusion.

Vocabulary acquisition represents another area where classroom practice aligns with international evidence. AI-generated contextual examples, adaptive repetition, and personalized practice create favorable conditions for lexical development. Such individualized exposure becomes particularly valuable in higher education, where classroom time often limits repeated language practice [4].

The discussion surrounding learner autonomy deserves particular attention. Traditional second-language acquisition theory has long emphasized meaningful interaction, repeated practice, and timely feedback as fundamental conditions for language development. Artificial intelligence appears capable of supporting these conditions by extending learning beyond classroom hours. Nevertheless, excessive reliance on automated assistance may weaken independent language production if learners fail to evaluate AI-generated responses critically [5].

Teacher competence emerges as perhaps the most significant factor influencing successful implementation. The findings suggest that technological availability alone does not guarantee educational effectiveness. Instead, teachers must possess sufficient digital pedagogical competence to design appropriate learning tasks, evaluate AI-generated content, and facilitate reflective classroom discussion.

These conclusions also resonate with UNESCO's recommendations concerning generative AI in education. Rather than encouraging unrestricted technological adoption, UNESCO advocates responsible implementation that combines innovation with ethical awareness, academic integrity, and teacher supervision [7].

Consequently, the current discussion extends beyond technological capability. The central pedagogical question concerns how artificial intelligence can strengthen communicative language development while preserving teachers' professional responsibility for instructional quality.

Conclusion. Artificial intelligence has become an important pedagogical resource capable of expanding learning opportunities in English language teaching. The present analysis demonstrates that AI contributes most effectively to writing development, vocabulary acquisition, pronunciation practice, and learner engagement when integrated into carefully designed instructional activities.

The findings further indicate that successful implementation depends primarily on pedagogical planning rather than technological novelty. Teacher guidance, reflective evaluation of AI-generated responses, and clearly defined learning objectives remain essential conditions for effective classroom integration.

At the same time, the study highlights several important challenges. Excessive dependence on automated assistance may reduce independent language production, while insufficient digital competence among teachers may limit educational effectiveness. Therefore, artificial intelligence should complement professional teaching instead of replacing it.

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