ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING: OVERCOMING LANGUAGE DIFFICULTIES AND CROSS-LINGUISTIC INTERFERENCE

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Abstract. This article examines the application of artificial intelligence technologies in English language teaching, with a particular focus on overcoming language difficulties and cross-linguistic interference. The study analyzes key challenges faced by learners, including phonetic, grammatical, and lexical issues that hinder effective language acquisition. Special attention is given to the role of artificial intelligence in personalizing learning processes, providing automated feedback, and enhancing communicative competence. It is concluded that the integration of artificial intelligence into language teaching methodology contributes to increased instructional effectiveness and reduces the impact of cross-linguistic interference.

Keywords: artificial intelligence; English language teaching; cross-linguistic interference; language difficulties; communicative competence; adaptive learning.

Аннотация. В статье рассматривается применение технологий искусственного интеллекта в обучении английскому языку с акцентом на преодоление языковых трудностей и межъязыковой интерференции. Анализируются основные проблемы, возникающие у обучающихся в процессе овладения английским языком, включая фонетические, грамматические и лексические аспекты. Особое внимание уделяется роли искусственного интеллекта в персонализации обучения, автоматизации обратной связи и развитии коммуникативной компетенции. Делается вывод о том, что интеграция искусственного интеллекта в методику преподавания способствует повышению эффективности обучения и снижению влияния интерференции.

Ключевые слова: искусственный интеллект; обучение английскому языку; межъязыковая интерференция; языковые трудности; коммуникативная компетенция; адаптивное обучение.

The rapid advancement of digital technologies has significantly transformed contemporary approaches to language education. Among these innovations, artificial intelligence (AI) has emerged as a powerful tool with the potential to reshape English language teaching (ELT) methodologies. AI-driven systems are increasingly integrated into educational environments, offering new possibilities for enhancing learning efficiency, personalization, and learner engagement.

Despite these developments, learners of English as a foreign language continue to encounter persistent challenges related to language acquisition. These challenges often manifest in the form of phonetic inaccuracies, grammatical errors, and lexical misuse, many of which are closely associated with cross-linguistic interference. The influence of the learners’ first language frequently leads to systematic deviations from target language norms, thereby hindering the development of communicative competence.

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Traditional teaching approaches, while effective in providing structural knowledge, often fail to address individual learner needs and the dynamic nature of language acquisition [1]. In this context, artificial intelligence offers a promising solution by enabling adaptive learning environments, real-time feedback, and data-driven instructional strategies. These features allow for more targeted intervention and facilitate the identification and correction of recurring errors.

The present study aims to investigate the role of artificial intelligence in overcoming language difficulties and cross-linguistic interference in English language learning. It seeks to evaluate the pedagogical potential of AI-based tools and to determine how their integration into teaching methodology can enhance both accuracy and fluency in language use.

The present study employs a qualitative research design based on a comprehensive analysis of theoretical and empirical sources in the fields of applied linguistics, language pedagogy, and educational technology. The research focuses on examining the role of artificial intelligence (AI) in addressing language difficulties and cross-linguistic interference in English language teaching.

A systematic literature review was conducted to identify key methodological approaches and technological tools relevant to AI-assisted language learning. Sources included peer-reviewed journal articles, monographs, and reports on digital learning environments and second language acquisition [2]. Particular attention was given to studies investigating adaptive learning systems, automated feedback mechanisms, and speech recognition technologies.

In addition, a comparative analytical method was applied to evaluate the effectiveness of traditional teaching approaches and AI-supported instruction. The analysis was structured around three main parameters: (1) the reduction of language errors, (2) the development of communicative competence, and (3) the level of learner engagement.

The study also incorporates elements of contrastive analysis to examine the impact of cross-linguistic interference. Typical learner errors were classified according to linguistic levels (phonetic, grammatical, lexical), allowing for a more systematic understanding of how AI technologies can address these issues.

The findings of the study indicate that the integration of artificial intelligence technologies into English language teaching produces several significant pedagogical outcomes.

First, AI-based tools demonstrate a strong capacity for personalized learning. Adaptive learning systems are capable of analyzing learner performance and adjusting instructional content accordingly. This allows for targeted practice that directly addresses individual weaknesses, particularly those caused by cross-linguistic interference. Second, AI technologies contribute to the reduction of language errors. Automated feedback systems provide immediate correction and explanation, enabling learners to identify and rectify mistakes in real time. This is especially effective in addressing grammatical inaccuracies and pronunciation errors.

Third, the use of speech recognition technologies enhances phonetic competence. Learners receive instant feedback on pronunciation, which facilitates the development of more accurate and intelligible speech patterns. This reduces the influence of native language phonology. Fourth, AI-supported learning environments significantly increase learner engagement [3]. Gamified applications and interactive platforms promote active

participation and sustained motivation, which are essential for successful language acquisition.

However, the findings also reveal certain limitations. AI systems may not fully account for the complexity of human communication, particularly in pragmatic and sociocultural contexts. Furthermore, excessive reliance on automated tools may reduce opportunities for authentic interaction if not balanced with communicative activities.

The results of the study highlight the transformative potential of artificial intelligence in English language teaching, particularly in addressing persistent challenges such as cross-linguistic interference and uneven learner performance.

From a methodological perspective, the integration of AI should be understood as a complement to, rather than a replacement for, established pedagogical approaches. The communicative approach remains central to the development of functional language proficiency, as it emphasizes meaningful interaction and contextualized language use. AI technologies can enhance this approach by providing additional opportunities for individualized practice and immediate feedback.

The issue of cross-linguistic interference requires particular attention. AI-driven systems are effective in identifying recurring error patterns and offering corrective input [4]. However, their effectiveness is maximized when combined with explicit instruction and contrastive analysis.

Furthermore, the role of the teacher undergoes a significant transformation in AI-supported learning environments. Rather than serving solely as a source of knowledge, the teacher becomes a facilitator, guiding learners in the effective use of technological tools and ensuring that pedagogical objectives are achieved.

In conclusion, the study demonstrates that artificial intelligence has the potential to significantly enhance English language teaching by addressing key learning difficulties and reducing the impact of cross-linguistic interference. However, its successful implementation depends on a methodologically sound and pedagogically informed approach.

The present study has demonstrated that the integration of artificial intelligence (AI) technologies into English language teaching provides substantial pedagogical benefits, particularly in addressing language difficulties and cross-linguistic interference. AI-driven tools enable personalized learning pathways, facilitate immediate and targeted feedback, and support the development of phonetic, grammatical, and lexical competence.

Future research should focus on the development of specialized AI-based instructional models tailored to specific linguistic backgrounds and learning contexts. Additionally, further empirical studies are needed to evaluate the long-term impact of AI integration on language acquisition outcomes.

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