

## THE ROLE OF ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE AT HIGHER EDUCATION INSTITUTIONS

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**Abstract:** Artificial Intelligence (AI) has opened up new possibilities for individualized, effective, and captivating learning experiences in the field of education, especially in the teaching of English as a foreign language (EFL). Through real-time feedback, personalized learning pathways, and immersive communication settings, AI-driven solutions like chatbots, intelligent tutoring systems, and adaptive learning platforms offer chances to improve language acquisition at the higher education level. This essay examines the uses, advantages, and difficulties of AI in university EFL classes, highlighting the necessity of teacher preparation and ethical issues in AI implementation.

**Keywords:** Artificial Intelligence, EFL, Higher Education, Language Learning, Adaptive Technology

### Introduction

With the development of artificial intelligence (AI), the role of technology in education has changed dramatically. AI is changing both teaching strategies and learning experiences in English as a Foreign Language (EFL) instruction, especially at the university level. Higher education institutions are investigating AI techniques to improve learning outcomes, offer tailored feedback, and increase accessibility for different learners as the need for English competence rises globally. The use of Artificial Intelligence (AI) in teaching English in higher education is fast garnering attention for its potential to improve language learning through tailored training, instant feedback, and efficient assessment. AI can transform language learning in higher education by providing tailored training, fast feedback, and efficient assessment. AI solutions may cater to individual learners' needs, offer scalable support, and liberate teachers from monotonous activities, allowing them to focus on more engaging and creative teaching. However, bringing AI into university classes presents obstacles. Issues such as limited infrastructure, insufficient teacher training, data privacy concerns, cultural inclusivity, and curriculum compatibility complicate their adoption.

However, artificial Intelligence (AI) has opened up new possibilities for teaching English, but there are some drawbacks as well, especially in higher education, where there is an increasing need for creative, individualized, and scalable learning solutions. AI solutions have demonstrated significant potential in improving student outcomes and teaching effectiveness, from intelligent tutoring programs to automated assessments. Nevertheless, despite these advantages, there are substantial obstacles to overcome when integrating AI into university-level English training.

One of the most significant challenges to using AI in higher education is a lack of appropriate infrastructure. Many universities, especially in poor locations, confront restricted access to high-speed internet, contemporary gear, and reliable digital. Academic Research in contemporary Science. International scientific online conference platforms. AI solutions frequently require sophisticated computational resources and consistent connectivity, making them difficult to utilize in low-resource settings. Furthermore, maintaining and updating AI

systems can be expensive, necessitating expenditure that many universities may be reluctant or unable to provide.

Another key concern is the disparity in digital literacy among educators. Many English language teachers in higher education have not been taught to use AI-based tools properly. The successful incorporation of AI necessitates not only technical expertise but also an awareness of how to link these tools with educational objectives. Without sufficient training and ongoing professional development, instructors may feel overwhelmed or hesitant to employing AI in their classrooms, limiting the impact of these technologies.

The use of AI tools in language instruction necessitates the collecting and analysis of vast volumes of student data. This presents severe issues of privacy, consent, and data security. Institutions must manage stringent data protection requirements and guarantee that AI vendors follow ethical guidelines. Students and educators may also be wary of how their data is used, particularly in systems that involve facial recognition, voice analysis, or writing style profiling. AI tools are designed to assist, not replace, human educators. However, there's a risk that institutions may over-rely on these technologies to cut costs or manage large student numbers. In doing so, they may compromise the quality of instruction, particularly in language learning, where human interaction, feedback, and emotional intelligence play a crucial role. The personal, communicative, and intercultural aspects of language learning cannot be fully replicated by machines, making the teacher's role irreplaceable. Integrating AI tools with existing curriculum can be challenging due of their independence. Aligning AI-based learning to institutional syllabi, assessment standards, and learning outcomes can be challenging. Universities may encounter criticism from curriculum committees or accrediting organizations when integrating AI tools into degree programs. Without Academic Research in Modern Science.

While AI has the potential to transform English language instruction in higher education, but its application presents problems. To improve the learning experience with AI, it's important to address infrastructure limits, teacher readiness, ethical concerns, and curriculum alignment. To effectively integrate AI into EFL education, a balanced approach combining technology innovation, human-centered pedagogy, institutional support, and intelligent policy formulation is necessary.

Implementing AI tools to teach English in higher education brings both benefits and obstacles. AI's benefits include individualized learning, rapid feedback, and automated assessment. However, its effective integration is sometimes blocked by poor infrastructure, particularly in developing regions with limited internet and current devices. Additionally, many instructors lack the essential skills and digital literacy to confidently use AI tools, highlighting the importance of continued professional development and institutional assistance. AI apps often collect and analyze sensitive student information, which raises ethical concerns about data privacy. Clear standards and respect to data protection regulations are necessary. Furthermore, many AI tools are built on native English norms, which may disadvantage learners from other linguistic and cultural backgrounds; hence, fostering inclusion and localization in AI systems is critical. Empathy and cultural subtlety are essential for maintaining a balanced approach in which AI aids rather than replaces teachers. Finally, incorporating AI into existing curricula can be challenging because many tools are not linked with institutional goals or standards, necessitating collaboration among educators, developers, and curriculum designers to ensure effective utilization. Higher education institutions can harness the full potential of AI to improve English language education while preserving its human-centered foundations by strategically addressing these challenges, which include

investments in infrastructure, teacher training, ethical safeguards, cultural inclusivity, and thoughtful curriculum alignment.

In conclusion, AI has the potential to transform EFL instruction in higher education by increasing adaptability, accessibility, and effectiveness. Effective integration involves investments in teacher training, infrastructure, and ethical measures. Academic research in modern science suggests that AI can be effectively implemented with balance. International scientific-online conferences enhance traditional pedagogies and increase language learning outcomes in a globalized educational environment.

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