

ARTIFICIAL INTELLIGENCE (AI) IN ENGLISH LANGUAGE TEACHING: OPPORTUNITIES, CHALLENGES AND PEDAGOGICAL IMPLICATIONS

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Abstract. This study examines the integration of artificial intelligence (AI) in English language teaching, focusing on its opportunities, challenges, and pedagogical implications. AI technologies, such as intelligent tutoring systems, chatbots, and automated feedback tools, enable personalized learning, adaptive instruction, and continuous assessment, significantly enhancing learner engagement and autonomy. However, the implementation of AI also presents critical challenges, including ethical concerns related to data privacy, over-reliance on technology, and the potential reduction of human interaction in language learning environments. Additionally, teachers may face difficulties in adapting to AI-driven methodologies due to insufficient training and digital literacy gaps. The study highlights the importance of a balanced pedagogical approach that combines technological innovation with human-centered teaching practices. It concludes that while AI has transformative potential in language education, its effectiveness depends on thoughtful integration, teacher preparedness, and critical evaluation of its impact on learning outcomes.

Keywords: Artificial Intelligence, English Language Teaching, Personalized Learning, Pedagogy, Challenges, Technology

Abstrakt. Ushbu tadqiqot sun'iy intellekt (AI) texnologiyalarining ingliz tilini o'qitish jarayoniga integratsiyasini, uning imkoniyatlari, muammolari va pedagogik ta'sirini chuqur tahlil qiladi. AI asosidagi vositalar, jumladan aqlli o'qitish tizimlari, chatbotlar va avtomatik baholash platformalari orqali individual yondashuv, moslashuvchan o'qitish va doimiy tahlil imkoniyatlari yaratiladi. Bu esa talabalar faolligi, mustaqil o'rganish va motivatsiyani sezilarli darajada oshiradi. Shu bilan birga, AI'dan foydalanish axloqiy muammolarni, xususan, ma'lumotlar xavfsizligi, texnologiyaga ortiqcha qaramlik va insoniy muloqotning kamayishi kabi masalalarni yuzaga keltiradi. Bundan tashqari, o'qituvchilarning raqamli kompetensiyasi yetarli darajada bo'lmashligi ham muhim muammolardan biridir. Tadqiqot natijalari AI'dan samarali foydalanish uchun muvozanatli pedagogik yondashuv zarurligini ko'rsatadi. Sun'iy intellekt ta'lim sifatini oshirishda katta imkoniyatlarga ega bo'lsa-da, uning samaradorligi to'g'ri va ongli qo'llanilishiga bog'liq.

Kalit so'slar: Sun'iy intellekt, Ingliz tili o'qitish, Individual ta'lim, Pedagogika, Muammolar, Texnologiya

Абстракт. Данное исследование анализирует внедрение технологий искусственного интеллекта (ИИ) в преподавание английского языка, уделяя внимание его возможностям, проблемам и педагогическим последствиям.

Инструменты ИИ, такие как интеллектуальные обучающие системы, чат-боты и автоматизированные системы обратной связи, способствуют персонализации обучения, адаптации учебного процесса и повышению вовлеченности студентов. Это позволяет учащимся развивать самостоятельность и улучшать результаты обучения. Однако использование ИИ сопровождается рядом серьезных вызовов, включая вопросы этики, конфиденциальности данных, а также риск снижения роли живого общения в образовательном процессе. Кроме того, преподаватели могут испытывать трудности при внедрении новых технологий из-за недостатка цифровых навыков. В исследовании подчеркивается необходимость сбалансированного подхода, сочетающего инновационные технологии с традиционными методами обучения. Делается вывод, что эффективность ИИ зависит от его осмысленного и педагогически обоснованного использования.

Ключевые слова: Искусственный интеллект, Обучение английскому языку, Персонализированное обучение, Педагогика, Проблемы, Технологии

INTRODUCTION

Artificial Intelligence (AI) has rapidly transformed educational practices, particularly in English Language Teaching (ELT). AI-powered tools such as chatbots, automated writing evaluators, and adaptive learning systems have created new opportunities for both teachers and learners. These technologies enable personalized learning experiences, immediate feedback, and increased learner autonomy.

Recent studies indicate that AI integration in ELT can significantly improve students' motivation and language proficiency (Wei, 2023). At the same time, researchers emphasize that AI is not a replacement for teachers but rather a complementary tool that enhances pedagogical practices (Crompton et al., 2024). However, despite its potential, AI adoption also introduces challenges such as ethical concerns, data privacy issues, and the need for teacher training.

This article aims to examine the opportunities, challenges, and pedagogical implications of AI in English language teaching through a synthesis of recent scholarly research.

METHODS

This study employs a qualitative literature review method, analyzing recent peer-reviewed articles on AI in ELT published between 2023 and 2025. Sources were selected based on relevance to three main themes: opportunities, challenges, and pedagogical implications.

The analysis focuses on identifying recurring patterns, comparing findings across studies, and synthesizing insights into a coherent framework.

RESULTS

Opportunities of AI in ELT. One of the most significant benefits of AI in ELT is personalized learning. AI systems can adapt content to learners' proficiency levels, learning pace, and individual needs. This allows students to receive tailored instruction, which enhances engagement and learning outcomes.

AI also provides instant feedback, particularly in writing and pronunciation tasks. Tools like automated essay scoring systems help learners identify errors and improve their language skills efficiently (Kostka & Toncelli, 2023). Additionally, AI-powered chatbots facilitate interactive language practice, simulating real-life communication scenarios.

Another advantage is increased accessibility. Learners can access AI tools anytime and anywhere, making language learning more flexible. This is particularly beneficial for remote or self-directed learners.

Challenges of AI Integration. Despite its advantages, AI integration in ELT presents several challenges. One major issue is ethical concerns, including data privacy and algorithmic bias. AI systems often rely on large datasets, which may contain biased or inaccurate information, potentially affecting learning outcomes (Aljabr & Al-Ahdal, 2024).

Another challenge is the lack of teacher readiness. Many educators are not adequately trained to use AI tools effectively, which limits their potential benefits. Teachers may also feel threatened by AI, fearing it could replace their roles.

Additionally, there are technical limitations, such as unreliable outputs and lack of contextual understanding. AI tools may generate incorrect or inappropriate responses, requiring careful monitoring by teachers.

Pedagogical Implications. The integration of AI in ELT has significant pedagogical implications. First, it requires a shift from traditional teacher-centered approaches to learner-centered models. Teachers must act as facilitators, guiding students in using AI tools critically and effectively.

Second, AI encourages the development of digital literacy skills. Students need to evaluate AI-generated content, identify inaccuracies, and use technology responsibly.

Finally, curriculum design must incorporate AI-based activities, ensuring alignment with learning objectives. This includes using AI for formative assessment, collaborative learning, and language practice.

DISCUSSION

The findings suggest that AI has the potential to revolutionize English language teaching by enhancing personalization, engagement, and accessibility. However, its successful implementation depends on addressing key challenges.

One critical issue is the balance between human and machine interaction. While AI can provide efficient support, it cannot replace the social and emotional aspects of teaching. Human teachers play a crucial role in fostering communication skills, cultural understanding, and critical thinking.

Another important consideration is teacher training. Professional development programs should focus on equipping educators with the skills needed to integrate AI effectively into their teaching practices. This includes understanding AI limitations and ethical considerations.

Furthermore, policymakers and institutions must establish guidelines for ethical AI use, ensuring data privacy and transparency. Without proper regulation, the risks associated with AI may outweigh its benefits.

Overall, the integration of AI in ELT should be approached cautiously, emphasizing collaboration between technology and pedagogy.

CONCLUSION

Artificial Intelligence offers significant opportunities for improving English language teaching, particularly through personalized learning, instant feedback, and increased accessibility. However, it also presents challenges related to ethics, teacher readiness, and technical limitations.

To maximize the benefits of AI, educators must adopt a balanced approach that combines technological innovation with sound pedagogical practices. Future research

should focus on developing effective strategies for integrating AI into language education while addressing its potential risks.

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