



THE ROLE OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE
TEACHING

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Abstract. *This thesis analyzes the role of artificial intelligence in English language teaching. AI is considered not as a replacement for the teacher, but as a pedagogical tool that can support personalization, language practice, feedback, assessment, material development and learner autonomy. The thesis examines how AI-based platforms, chatbots, speech recognition systems, adaptive learning tools and automated writing feedback can improve English language learning when they are used with clear methodological goals.*

Keywords: *artificial intelligence, English language teaching, language learning, digital pedagogy, adaptive learning.*

INTRODUCTION

Artificial intelligence has become one of the most influential technologies in modern education. In English language teaching, AI tools are increasingly used for vocabulary practice, pronunciation correction, grammar support, writing feedback, translation, test preparation, speaking simulation and individualized learning paths. The relevance of this topic is connected with the changing needs of learners. English is used in academic, professional, digital and intercultural communication, and students need more flexible, interactive and practice-oriented learning opportunities. AI can support these needs by providing immediate feedback, adapting tasks to learner level and creating additional language practice outside the classroom.

However, AI should not be understood as a universal solution to all problems of English teaching. Language learning is not only the mechanical correction of errors. It includes meaning, communication, culture, interaction, motivation, critical thinking and personal expression. UNESCO's 2023 guidance on generative AI in education emphasizes the need for a human-centred approach, regulation, data protection and teacher capacity development [1]. Therefore, the main issue is not whether AI should be used in English teaching, but how it should be used pedagogically, ethically and effectively.

MAIN PART

The first important role of AI in English language teaching is personalization. In traditional classrooms, students often differ in vocabulary knowledge, grammar competence, pronunciation, reading speed and confidence in speaking. A teacher may not always have enough time to provide individual tasks for every learner. AI-based platforms can analyze students' responses, identify repeated errors and offer exercises according to their level. For example, a learner who frequently makes mistakes with articles can receive targeted practice,





while another learner may work on phrasal verbs, academic vocabulary or listening comprehension. Such personalization supports differentiated instruction and helps students move at a more appropriate pace.

The second role of AI is connected with feedback. In language learning, feedback must be timely, specific and understandable. Automated writing evaluation systems can identify grammar, spelling, punctuation, word choice and coherence problems. Speech recognition tools can help learners notice pronunciation errors, stress patterns and fluency difficulties. These tools do not replace the teacher's qualitative feedback, but they reduce routine correction and give students more opportunities for independent revision. As Holmes, Bialik and Fadel note, AI in education can support learning through adaptive systems, feedback and data-informed instruction [2]. In English teaching, this support is especially useful because language competence develops through repeated practice and correction.

AI also contributes to speaking practice. Many students have limited opportunities to speak English outside the classroom. AI chatbots and conversational agents can simulate dialogues in different situations: ordering food, attending an interview, asking for directions, discussing a project, preparing for an exam or practicing academic conversation. Such tools reduce fear of making mistakes because learners can practice privately before speaking in front of classmates. At the same time, chatbot communication must be carefully planned. If the task has no communicative purpose, AI conversation may become artificial. The teacher should provide clear scenarios, useful expressions, follow-up questions and reflection tasks.

Another important area is vocabulary and reading development. AI tools can generate level-based texts, explain difficult words, create glossaries, produce comprehension questions and adapt reading materials to learners' proficiency. This is useful when students need texts on specific topics but available materials are too difficult or too simple. Nevertheless, teachers should check AI-generated texts for accuracy, cultural appropriateness and language quality. AI can produce fluent but inaccurate or unnatural content. Therefore, teacher expertise remains essential in selecting and validating materials.

AI may also support grammar teaching. Traditional grammar instruction often focuses on rules and isolated exercises. AI tools can create contextualized grammar tasks, provide examples in meaningful sentences and compare learner output with standard usage. For instance, students can ask AI to generate examples of conditional sentences in business communication, academic writing or everyday speech. This makes grammar more functional. Yet grammar learning should remain connected with communication. Students should use grammar to express meaning, argue, narrate, describe and interact, not only to complete mechanical drills.

Assessment is another area where AI can be useful. Automated systems can help with placement tests, progress monitoring, quiz generation and analysis of learner performance. They can show which skills are improving and which need further work. However, assessment should not be fully delegated to AI. Language competence includes creativity, pragmatic appropriateness, discourse organization and cultural awareness, which automated





tools may evaluate only partially. Teachers should combine AI-supported assessment with oral interviews, portfolios, classroom observation, peer review and written assignments.

CONCLUSION

Artificial intelligence has an important role in English language teaching because it can personalize learning, provide immediate feedback, support speaking practice, assist writing development, adapt materials and strengthen learner autonomy. Its value is especially visible when students need more practice than classroom time allows. AI can make English learning more flexible, interactive and data-informed. At the same time, AI must be used with pedagogical control. It cannot replace the teacher's role in motivation, communication, cultural explanation, ethical guidance and evaluation of meaning. Effective AI integration requires clear learning objectives, teacher competence, data privacy, academic honesty and critical use of generated content. The future of English teaching is not a choice between teacher and technology.

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