ARTIFICIAL INTELLIGENCE (AI) AND ENGLISH LANGUAGE TEACHING: AFFORDANCES AND CHALLENGES

Ismatova Mahzuna Shavkatovna
Scientific supervisor.
Begaliyev Xushnudjon
Samarkand State Institute of Foreign Languages
Faculty of Foreign Language and Literature 5th-year student, Group 2115
Email: *xushnud22418@gmail.com Tel: +998 97 382 32 02*

https://doi.org/10.5281/zenodo.17746204

Abstract. *This paper explores the role of Artificial Intelligence (AI) in English Language Teaching (ELT) and analyzes how AI technologies are transforming modern pedagogy. It highlights the pedagogical benefits and practical limitations of using AI-based tools such as chatbots, automated writing assistants, and intelligent tutoring systems. The research emphasizes that while AI fosters personalized learning and reduces teachers' workload, it also raises ethical concerns related to privacy and over-reliance on machines. The study concludes that AI can support, but never replace, the creative and emotional role of teachers in language classrooms.*

Keywords: *artificial intelligence, ELT, language learning, digital pedagogy, feedback, ethics, innovation.*

Literature Review

In the twenty-first century, Artificial Intelligence (AI) has become one of the most influential forces reshaping education. Its presence in language classrooms has changed the way teachers instruct and students acquire knowledge. The use of AI in English Language Teaching (ELT) has expanded from simple vocabulary apps to sophisticated systems capable of analyzing learners' writing, pronunciation, and grammar accuracy in real time [1; 6-p].

AI-powered applications such as Grammarly, Duolingo, and ChatGPT provide immediate feedback and allow learners to practice independently. These tools simulate teacher responses and adjust the complexity of tasks based on a learner's progress. Such adaptability demonstrates AI's potential to create personalized learning environments**,** where every student learns at their own pace [2; 47-p].

However, the introduction of AI also brings certain challenges. Teachers must balance technology with human interaction, as emotional engagement cannot be replicated by machines.

Over-reliance on AI tools may reduce critical thinking and communication skills among learners. Therefore, the aim of this study is to evaluate both the affordances and challenges of AI in ELT and to propose practical recommendations for effective integration.

Affordances of AI in Language Teaching.

The first and most obvious advantage of AI in language education is personalization. AI systems can process large amounts of learner data and tailor activities according to individual strengths and weaknesses. For example, an AI platform can identify that a student struggles with verb tenses and automatically provide additional exercises in that area [2; 50-p]. This approach promotes learner autonomy and accelerates language acquisition.

Another important affordance is automated feedback. Intelligent writing assistants can instantly correct grammar, suggest vocabulary alternatives, and even provide explanations for mistakes. This reduces the delay between student output and teacher feedback, which is crucial for maintaining motivation. As Popenici and Kerr emphasize, AI technologies enhance cognitive engagement through adaptive feedback systems [4; 3-p].

AI also contributes to speaking and pronunciation training. Speech recognition tools help learners refine their pronunciation by comparing it to native-speaker models. Applications such as Google Voice Typing and Elsa Speak have made oral practice more accessible and less intimidating for shy learners. Additionally, teachers benefit from AI by automating repetitive administrative tasks like grading and attendance tracking, allowing more time for interactive lessons.

Challenges and Ethical Concerns.

Despite these advantages, AI integration in ELT is not without limitations. One of the major challenges is the lack of human empathy**.** Machines cannot interpret emotions, cultural nuances, or social cues as effectively as human teachers [3; 15-p]. Learners often need encouragement, humor, or empathy to stay engaged — qualities that AI cannot reproduce.

Data privacy is another significant issue. AI systems often require users to share personal data, including voice recordings and writing samples. Without proper regulation, this information could be misused. Selwyn warns that AI must be used with transparency and ethical responsibility to protect both students and teachers [5; 87-p].

Moreover, excessive reliance on AI may cause technological dependency. Students might become accustomed to machine-generated corrections and fail to develop their own problem-solving skills. Teachers, too, risk becoming passive facilitators rather than active mentors. Lastly, the digital divide — unequal access to technology — remains a critical barrier. Not all institutions or students can afford high-quality AI tools or stable internet connectivity [1; 10-p].

Pedagogical Implications.

To address these challenges, educators must approach AI not as a replacement for teaching but as a complementary resource. Teachers should be trained to use AI-based tools critically, interpreting automated feedback and adapting it to their students' real needs. As Luckin et al**.** argue, human teachers bring creativity, empathy, and social understanding that AI cannot replicate [3; 21-p].

AI can also be used to encourage collaborative learning. For instance, teachers can integrate AI chatbots for group discussions or role-play tasks, allowing learners to practice conversational English while receiving instant language feedback. When combined with teacher guidance, such tools make learning both efficient and interactive.

Another pedagogical implication is the development of digital literacy among students.

Learners should be taught how to interpret AI-generated feedback, distinguishing between helpful suggestions and mechanical errors. Encouraging students to think critically about technology prepares them to become independent digital learners.

Conclusion

Artificial Intelligence is transforming English Language Teaching by making learning more adaptive, efficient, and interactive. Yet, its effectiveness depends on how it is implemented.

AI tools should enhance, not replace, the teacher's role in fostering communication, creativity, and emotional connection in the classroom.

The study concludes that successful AI integration requires:

1. Ethical regulation of data usage and privacy;
2. Continuous teacher training in AI-assisted pedagogy;
3. Equal technological access for all learners;
4. Balanced use of human and artificial feedback systems.

By merging technological innovation with human empathy, educators can create a balanced learning environment where students benefit from the best of both worlds — automation and authentic communication.

References

1. Godwin-Jones R. *Emerging Technologies: AI Tools for Language Learning.* Language Learning & Technology, 23(2). 2019. – 6–11-betlar.
2. Li X. *Artificial Intelligence and Foreign Language Education: Opportunities and Challenges.* Educational Research International, 14(3). 2022. – 45–60-betlar.
3. Luckin R., Holmes W., Griffiths M., Forcier L. *Intelligence Unleashed: An Argument for AI in Education.* Pearson Education, London, 2016. – 104 bet.
4. Popenici S., Kerr S. *Exploring the Impact of Artificial Intelligence on Teaching and Learning in Higher Education.* Research and Practice in Technology Enhanced Learning, 12(1). 2017. – 1–13-betlar.
5. Selwyn N. *Should Robots Replace Teachers? AI and the Future of Education.* Polity Press, Cambridge, 2019. – 153 bet.