

THE ROLE OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING: OPPORTUNITIES AND CHALLENGES

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Introduction

The rapid development of Artificial Intelligence (AI) has significantly influenced various fields, including education. In recent years, AI-powered tools such as ChatGPT, Grammarly, and other language-learning applications have become increasingly popular among both teachers and students. These technologies offer new opportunities for improving language learning by providing immediate assistance, personalized practice, and access to a wide range of learning resources. As a result, AI has emerged as a valuable tool in English Language Teaching (ELT). However, alongside its benefits, the growing use of AI also raises concerns regarding academic integrity, learner dependence, and critical thinking skills.

Keywords: Artificial Intelligence, English Language Teaching, EFL learners, ChatGPT, learner autonomy, educational technology, personalized learning.

Research Aim

The aim of this study is to explore the opportunities and challenges associated with the use of Artificial Intelligence in English Language Teaching and to examine its role in supporting both teachers and EFL learners.

Research Methods

This study employs a qualitative descriptive approach based on a review of relevant literature and the author's teaching experience. The analysis focuses on the practical applications of AI in university EFL classrooms, including lesson planning, material development, task creation, personalized learning support, and student self-study. Classroom observations and professional reflections are used to identify both the advantages and limitations of AI-assisted language learning.

Results

The findings suggest that Artificial Intelligence offers numerous benefits for both teachers and learners. From a teaching perspective, AI can assist in lesson planning, generating examples, creating exercises, and providing ideas for communicative and task-based classroom activities. These functions help teachers save time and develop a greater variety of learning materials.

For students, AI provides opportunities for personalized learning. AI-powered tools can generate explanations, exercises, and examples that are adapted to learners' individual proficiency levels and learning needs. Such personalization supports learner autonomy and allows students to practice English beyond the classroom. In addition, AI can be used to support independent learning, prepare presentations, and create engaging multimedia projects.

These observations are consistent with recent research suggesting that AI technologies can enhance learner engagement, provide immediate feedback, and support individualized instruction (Kohnke, Moorhouse, & Zou, 2023). Furthermore, AI tools align with student-centered learning principles by encouraging learners to take a more active role in their educational process.

Despite these advantages, several challenges remain. One major concern is the possibility of overreliance on AI. Some students may use AI-generated responses without critically evaluating the information provided. Excessive dependence on AI may reduce opportunities for independent thinking and problem-solving. Additionally, concerns related to plagiarism and academic dishonesty have become increasingly relevant as students can easily generate essays, assignments, and other academic content using AI tools (Kasneci et al., 2023).

Therefore, while AI can serve as a valuable educational resource, it should not replace the role of the teacher. Teachers remain essential for providing guidance, facilitating communication, developing critical thinking skills, and creating meaningful learning experiences that technology alone cannot fully replicate.

Conclusion

Artificial Intelligence presents both significant opportunities and notable challenges in English Language Teaching. It can support lesson planning, material development, personalized learning, and learner autonomy while enhancing access to educational resources. However, issues such as plagiarism, overreliance on technology, and reduced critical thinking require careful consideration.

The findings suggest that AI should be viewed as a supportive instructional tool rather than a substitute for teachers. When used responsibly, AI can complement traditional teaching practices and contribute to more effective language learning experiences.

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