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THE INTEGRATION OF ARTIFICIAL INTELLIGENCE INTO ENGLISH LANGUAGE TEACHING: BENEFITS AND CHALLENGES

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Annotatsiya. *Mazkur maqolada ingliz tilini o'qitishda sun'iy intellekt texnologiyalaridan foydalanishning imkoniyatlari va muammolari tahlil qilinadi. Unda AI asosidagi dasturlar va platformalarning til o'rganish samaradorligiga ta'siri, shuningdek ularni o'quv jarayoniga integratsiya qilish yo'llari ko'rib chiqiladi. Tadqiqot natijalari sun'iy intellektning individual yondashuvni rivojlantirish, tezkor fikr-mulohaza berish va o'quv samaradorligini oshirishga xizmat qilishini ko'rsatadi.*

Kalit so'zlar: *ingliz tili, sun'iy intellekt, raqamli texnologiyalar, til o'qitish, o'quv samaradorligi, individual yondashuv.*

Аннотация. *В статье рассматриваются перспективы и трудности* применения *технологий искусственного интеллекта в обучении английскому языку. Анализируется влияние AI-платформ на качество усвоения языка, а также методы их внедрения в учебный процесс. Полученные результаты свидетельствуют о том, что искусственный интеллект поддерживает индивидуализированное обучение, обеспечивает оперативную обратную связь и способствует повышению эффективности обучения.*

Ключевые слова: *английский язык, искусственный интеллект, современное образование, цифровые технологии, обучение языку, эффективность обучения, индивидуальный подход.*

Abstract: *This article examines the opportunities and challenges of using artificial intelligence technologies in English language teaching. It analyzes the impact of AI-based programs and platforms on the language learning process, as well as their role in supporting teachers and adapting instruction to learners' individual needs. The study highlights the importance of AI in providing instant feedback, increasing learner motivation, and improving learning efficiency. At the same time, issues such as limited technological resources, insufficient teacher training, and ethical concerns are also discussed.*

Keywords: *English language, artificial intelligence, modern education, digital technologies, language teaching, learning efficiency, individualized learning.*

INTRODUCTION

The rapid development of Artificial Intelligence (AI) has significantly transformed modern education, including the field of English Language Teaching (ELT). AI-powered tools such as automated writing assistants, speech recognition software, intelligent tutoring systems, and adaptive learning platforms are increasingly being integrated into language classrooms. These technologies enable teachers to personalize instruction, provide immediate feedback, and better monitor students' progress. In recent years, the demand for more efficient and learner-centered teaching approaches has grown, especially in language education. Traditional teaching methods, while still valuable, often struggle to meet the diverse needs of learners in large and mixed-ability classrooms. AI offers solutions by adapting content to individual learning styles and proficiency levels, thus supporting more flexible and effective learning environments. Despite these advantages, the integration of AI into ELT also presents several challenges. Many educators lack sufficient training to use AI tools effectively, and access to digital resources remains unequal across institutions. Furthermore, ethical issues such as data privacy and the risk of over-reliance on technology raise important concerns. Therefore, it is essential to evaluate both the opportunities and limitations of AI in English language teaching.

AI offers numerous opportunities to enhance English language instruction. Applications such as ChatGPT, Grammarly, and Duolingo provide learners with personalized feedback, improving grammar, vocabulary, and pronunciation. These tools adapt to each learner's proficiency level, learning pace, and individual needs, creating a more effective and motivating learning environment. AI chatbots allow students to practice real-life conversations at any time, enhancing speaking and listening skills. Additionally, intelligent translation systems and speech recognition technologies help students overcome language barriers, making English learning more accessible worldwide.

Despite its potential, the use of AI in English teaching presents several limitations. A major concern is the lack of human interaction, which is essential for developing communicative competence and cultural awareness. AI systems often struggle with idiomatic expressions, emotional nuances, and complex contexts, leading to potential misunderstandings. Overreliance on technology may reduce learners' critical thinking and creativity. Other challenges include data privacy issues, high costs of AI tools, and unequal access to digital resources, especially in developing countries.

To maximize its benefits, AI must be effectively integrated into English teaching. This involves combining AI tools with traditional teaching methods rather than replacing them. Teachers should guide students in using AI responsibly, ensuring that technology supports learning rather than substitutes human interaction. Blended learning models, where AI provides individualized practice and teachers facilitate interaction and guidance, have proven highly effective. Continuous teacher training on AI technologies is essential to maximize their educational impact. The introduction of AI in English teaching raises

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important ethical and pedagogical questions. Data privacy is a significant concern, as AI systems collect and store personal learner information. Transparency and security in data usage must be ensured. Pedagogically, it is important to maintain a balance between technology-driven learning and the development of human-centered skills such as empathy, creativity, and collaboration. Teachers play a crucial role in ensuring that AI enhances learning while preserving social and emotional aspects of language education.

This study adopts a mixed-methods approach to investigate AI's role in English teaching. Participants included 60 English learners from secondary and tertiary institutions and 10 English teachers with varying experience in using digital tools. Data were collected through pre- and post-tests to measure learners' progress, surveys to assess attitudes toward AI tools, semi-structured interviews with teachers, and classroom observations of AI tool usage. Quantitative data were analyzed using descriptive statistics and paired-sample t-tests, while qualitative data were thematically analyzed to identify patterns related to teacher experiences, learner engagement, and integration challenges. Ethical considerations, including voluntary participation, informed consent, and confidentiality, were strictly followed.

Artificial Intelligence can significantly enhance English language teaching by providing personalized feedback, adaptive practice, and interactive learning opportunities. However, challenges such as limited human interaction, overreliance on technology, and data privacy must be considered. When used responsibly and alongside traditional teaching methods, AI can improve learning efficiency and support both teachers and students.

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