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## THE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH

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### Abstract

This article examines the possibilities of applying artificial intelligence technologies in English language teaching within the context of the digital transformation of modern education. The relevance of the study is determined by the growing need to improve foreign language teaching methods, enhance the individualization of the educational process, and develop learners' communicative competencies.

The aim of the study is to analyze the pedagogical potential of artificial intelligence and determine the effectiveness of its application in English language instruction. The paper explores contemporary approaches to the use of intelligent educational technologies for developing language skills, automating assessment procedures, and organizing adaptive learning environments.

The findings indicate that the integration of artificial intelligence tools contributes to increasing students' learning motivation, promoting language autonomy, and improving reading, writing, listening, and speaking skills. At the same time, the study emphasizes the necessity of maintaining the leading role of the teacher as the organizer and facilitator of the educational process.

**Keywords:** Artificial intelligence, English language teaching, digital education, adaptive learning, language competence, educational technologies, personalized learning, communicative approach, digital pedagogy, foreign language education.



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## INTRODUCTION

The contemporary educational environment is developing under the influence of digital technologies that significantly affect both the content and organization of the teaching and learning process. One of the most rapidly developing areas is the implementation of artificial intelligence technologies in education.

In English language teaching, artificial intelligence creates new opportunities for establishing a personalized learning environment, automating certain educational processes, and expanding students' language practice.

Artificial intelligence technologies make it possible to adapt instructional content according to learners' proficiency levels, provide immediate feedback, analyze academic progress, and organize interactive learning experiences.

Despite numerous advantages, the implementation of artificial intelligence requires methodological reconsideration and a clearer understanding of the conditions for its effective application, as well as the changing role of the teacher in the digital educational environment.

The aim of the study is to determine the possibilities and effectiveness of using artificial intelligence in English language teaching.

### **Research objectives:**

1. To investigate contemporary approaches to the implementation of artificial intelligence in language education.
2. To identify the pedagogical opportunities offered by intelligent educational technologies.
3. To analyze the impact of artificial intelligence on the development of language skills.
4. To develop recommendations for integrating artificial intelligence into English language teaching.

## MATERIALS AND METHODS

The methodological framework of the study is based on contemporary approaches to digital pedagogy, communicative language teaching, and the concept of personalized learning.



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The theoretical foundation included the analysis of academic publications devoted to artificial intelligence in education, digital learning platforms, and modern methodologies for teaching foreign languages.

To achieve the research objectives, the following methods were employed:

- analysis of scientific and methodological literature;
- comparative analysis of digital educational technologies;
- pedagogical observation;
- analysis of practical scenarios for AI implementation;
- generalization of contemporary educational practices.

The study was conducted in three stages.

**At the first stage**, existing artificial intelligence technologies applied in English language teaching were examined.

**At the second stage**, examples of instructional tasks based on intelligent educational tools were developed.

**At the third stage**, their pedagogical effectiveness and educational potential were evaluated.

**The following types of educational activities were examined:**

### **1. Development of writing skills**

Students were assigned to produce essays followed by automated analysis of text structure, vocabulary, and grammatical features using intelligent educational tools.

Example task:

Write an essay on the topic “The Future of Artificial Intelligence in Education” and revise it according to automated feedback.

### **2. Development of speaking skills**

Conversational AI models were employed to simulate authentic communicative situations.

Example task:

Conduct an interview discussing the advantages and disadvantages of online learning.



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### **3. Development of professional vocabulary**

Students completed tasks aimed at expanding vocabulary and analyzing contextual usage of terminology.

Example task:

Create a glossary of AI-related vocabulary and apply the terms during oral discussion.

### **4. Formative Assessment**

Automated assessment tools were implemented followed by teacher-guided discussion of the results.

## **RESULTS**

The conducted analysis demonstrated that the application of artificial intelligence contributes to improving the effectiveness of English language teaching.

The following positive outcomes were identified:

- increased individualization of learning;
- higher levels of learning motivation;
- accelerated feedback processes;
- improved learner autonomy;
- expanded opportunities for language practice.

The most significant improvements were observed in writing assignments and oral communication development.

Students demonstrated greater engagement and more active use of newly acquired language resources.

At the same time, it was found that excessive dependence on automated systems may reduce students' independent language analysis and reflective learning.

## **DISCUSSION**

The findings confirm that artificial intelligence can serve as an effective supporting instrument in English language teaching.

However, the use of intelligent technologies does not imply replacing the teacher. On the contrary, the teacher's role becomes increasingly important as a designer of the learning environment, consultant, and facilitator of educational interaction.



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The most effective instructional model appears to be one in which artificial intelligence is applied for:

- personalizing learning;
- automating routine educational tasks;
- providing immediate feedback;
- extending opportunities for independent student learning.

At the same time, maintaining critical thinking, language awareness, and academic independence remains essential.

## CONCLUSION

The conducted research made it possible to conclude that the use of artificial intelligence in English language teaching contributes to the modernization of the educational process and enhances the effectiveness of language competence development.

The most significant advantages include adaptive learning, individualized educational pathways, and expanded opportunities for communicative practice.

The practical significance of the study lies in the possibility of implementing the proposed methodological approaches in higher and general education systems.

Future research perspectives are associated with developing models for integrating artificial intelligence into language education and evaluating their long-term pedagogical effectiveness.

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