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РОЛЬ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В СОВРЕМЕННЫХ МЕТОДАХ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В данной статье рассматривается роль искусственного интеллекта (ИИ) в современном преподавании английского языка (ELT). Представлены педагогические преимущества (персонализация обучения, мгновенная обратная связь, развитие навыков устной речи, интеллектуальные обучающие системы), обсуждаются основные инструменты и способы их применения, анализируются эмпирические данные об эффективности, а также обозначаются этические и технические проблемы. В заключение предлагаются рекомендации для преподавателей и образовательных учреждений по интеграции ИИ в учебные программы по иностранному языку.

Ключевые слова: искусственный интеллект, преподавание английского языка, адаптивное обучение, автоматизированная оценка письменной речи, интеллектуальные обучающие системы, обратная связь по произношению.

INGLIZ TILINI O‘QITISHNING ZAMONAVIY METODLARIDA SUN’IY INTELLEKTNING ROLI

Annotatsiya

Ushbu maqolada ingliz tilini o‘qitishning zamonaviy jarayonida sun’iy intellekt (SI) ning o‘rni tahlil qilinadi. Unda pedagogik afzalliklar (ta’limni individuallashtirish, tezkor fikr-mulohaza, og‘zaki nutq ko‘nikmalarini rivojlantirish, intellektual o‘qitish tizimlari) yoritiladi, asosiy vositalar va ularni qo‘llash usullari muhokama qilinadi, samaradorlikka oid empirik ma’lumotlar tahlil etiladi hamda axloqiy va texnik muammolar ko‘rib chiqiladi. Xulosa qismida o‘qituvchilar va ta’lim muassasalari uchun sun’iy intellektni o‘quv dasturlariga integratsiya qilish bo‘yicha tavsiyalar beriladi.

Kalit so‘zlar: sun’iy intellekt, ingliz tilini o‘qitish, moslashuvchan ta’lim, yozma nutqni avtomatik baholash, intellektual o‘qitish tizimlari, talaffuz bo‘yicha fikr-mulohaza.

THE ROLE OF ARTIFICIAL INTELLIGENCE IN MODERN TEACHING METHODS OF THE ENGLISH LANGUAGE

Annotation

This paper examines the role of artificial intelligence (AI) in contemporary English language teaching (ELT). It presents pedagogical benefits (personalization, instant feedback, speaking practice, intelligent tutoring), discusses major tools and implementations, analyzes empirical evidence of effectiveness, and outlines ethical/technical challenges. The paper concludes with recommendations for teachers and institutions on integrating AI into language curricula.

Keywords: artificial intelligence, English language teaching, adaptive learning, automated writing evaluation, intelligent tutoring systems, pronunciation feedback.

Introduction. Artificial intelligence has captured the world’s imagination, generating countless headlines and causing heated debates. These discussions are very live among those working in education – what impact will AI have on how our learners gain knowledge and develop skills? What impact will it have on how we recruit and train our teachers? Will teachers ultimately be replaced by technology? Language teaching in particular presents multiple opportunities for the integration of AI-powered technologies. Even prior to the development of generative AI tools like ChatGPT, we have seen many successful applications developed using AI to create adaptive learning pathways for language learners. Generative AI tools now provide incredible potential for language practice. However, realising that potential requires motivation and skills from learners, teachers and many other stakeholders. It is clear that there are both barriers and risks which need to be explored, and the voices of those whom these technologies are aimed at must be listened to and carefully considered.

Artificial intelligence has rapidly become a transformative force in education. In ELT, AI-powered solutions — from adaptive vocabulary trainers and automated writing evaluation (AWE) systems to pronunciation coaches and intelligent tutoring systems (ITS) — offer new affordances for personalization, scalability, and learner engagement. Rather than replacing teachers, AI tools frequently act as amplifiers: automating routine tasks, supplying data-driven diagnostics, and freeing instructors to focus on higher-order pedagogical tasks. Recent developments, including generative AI and improved speech recognition, have accelerated both the deployment and public debate around these technologies.

Main contributions of AI to English language teaching

1. Personalized and adaptive learning

AI enables real-time adaptation of tasks to learner profiles. Systems analyze student performance (errors, reaction time, success patterns) and adjust content difficulty, sequencing, and feedback. This leads to individualized learning paths that can reduce frustration for weaker learners and maintain challenge for advanced students. Platforms such as Duolingo have recently scaled course creation and personalization through AI techniques, illustrating how adaptive pipelines can expand access and tailor curricula at scale.

2. Automated assessment and feedback

Automated writing evaluation (AWE) and grammar/feedback tools (e.g., Grammarly, Write&Improve) provide instant corrective feedback on grammar, vocabulary, cohesion, and sometimes content quality. Meta-analyses and recent reviews report that AWE systems generally yield positive effects on writing fluency and revision practices, although accuracy and pedagogical alignment vary across tools and contexts. Teachers

may use aggregated diagnostics from these systems to identify class-wide error patterns and design targeted lessons.

3. Speaking and pronunciation training

Speech-recognition-based apps (ELSA Speak and others) offer intensive pronunciation practice with immediate, granular feedback on segmental and suprasegmental features. Multiple field studies report measurable improvements in pronunciation and learner confidence when such tools are used as supplementary practice, though classroom integration and teacher mediation remain important for pedagogical effectiveness. Recent empirical studies show promising gains, especially when AI tutors are combined with teacher-led instruction.

4. Intelligent tutoring systems and conversational agents

ITS and conversational AI provide scaffolded explanations, exercises, and hints. These systems can simulate interactive tutors that respond to learner input, ask probing questions, and scaffold problem-solving. Systematic reviews of ITS evidence indicate moderate to large learning effects in diverse educational domains; language learning ITS studies similarly show improvements in targeted skills when systems are well-designed and integrated into curricula.

5. Motivation, gamification and 24/7 practice

AI-powered gamified elements (adaptive challenges, streaks, personalized rewards) increase engagement and time-on-task. The capacity to practice conversationally with chatbots or role-play AI agents removes barriers of partner availability and social anxiety for many learners, encouraging frequent low-stakes practice that is crucial for language acquisition.

Empirical evidence and limitations

Evidence of effectiveness

The accumulated empirical work suggests AI tools are effective when used as supplements to teacher-led instruction. Reviews and recent field studies report positive effects on pronunciation (ELSA and similar apps), writing fluency (AWE systems), and vocabulary retention via adaptive spaced-repetition algorithms. Systematic reviews of ITS and AWE show generally beneficial outcomes but emphasize heterogeneity across studies in terms of methodology, outcome measures, and implementation fidelity.

Key limitations and risks

Accuracy and contextual understanding. AI systems may misinterpret context, idioms, or pragmatic meaning; errors in feedback can mislead learners if unchecked.

Overreliance and deskilling. Exclusive dependence on AI for corrective feedback can reduce valuable human interactions and overlook socio-pragmatic aspects of language.

Equity and access. Effective AI solutions require stable internet, devices, and digital literacy—conditions not universally available.

Bias and language coverage. Many systems are optimized for major-language varieties (often English-centered) and may perform poorly for non-standard accents or multilingual learners; this has ethical implications for fairness. Recent commentary stresses that English-centric AI testing and development risks leaving non-English-speaking communities underserved.

Pedagogical models for integrating AI in ELT

Blended teacher–AI model

Having studied the literature to establish how AI is currently being used for English language teaching (ELT) – and taking into account the fact that the majority of this peer-reviewed literature was written prior to the widespread availability of more recent generative AI tools – it was felt that any commentary on the current situation and the possible future of AI in ELT required capturing a wider range of stakeholder voices. Therefore, this report builds on our learning from the systematic review and incorporates views and opinions from across the world.

Best practice integrates AI as a formative, supplementary layer while the teacher retains a central role in curriculum design, socio-pragmatic coaching, and affective support. Teachers should interpret AI diagnostics, scaffold learner reflection, and design classroom tasks that leverage AI outputs (e.g., using AWE-generated error profiles to run focused grammar micro-lessons).

Task cycles with AI support

A recommended cycle: (1) pre-task diagnostic (AI placement/adaptive quiz), (2) AI-guided practice (pronunciation drills, grammar exercises), (3) communicative classroom task (teacher-led), (4) AI-assisted revision and assessment (AWE or ITS feedback), (5) reflective metacognitive activity guided by the teacher.

Professional development and teacher literacy

Successful adoption requires teacher training in interpreting AI results, recognizing tool limitations, and aligning automated feedback with learning objectives. Institutions should include digital literacy and AI pedagogy in professional development.

Ethical, privacy and policy considerations

Using AI in ELT raises privacy (learner speech and writing data), consent, and data security concerns. Institutions must ensure transparency about data use, permit opt-out choices, and comply with local data protection regulations. Additionally, policy frameworks should address issues of algorithmic fairness, accessibility, and accountability for erroneous or biased feedback.

Challenges of AI in ELT

Remarkably, the challenges and risks of AI systems in ELT were not as well reported as its benefits in the research literature we reviewed. However, where they were, there were four main challenges that emerged. • Technology breakdowns included technical malfunctions and poor connectivity. One specific technology breakdown was incorrect answers given by the AI. • Limited capabilities where users required more advanced functionality. For instance, some learners wanted better chatbot capacity and others wanted more natural interactions (Thompson et al., 2018). These limited capabilities led to learners becoming uninterested in using the chatbot. • Fear took several forms, including 1) a lack of clarity on how personal information would be stored and shared, 2) fear of the unknown, i.e. uncertainty about how the AI was operating, and 3) fear of losing a natural learning environment and, along with it, real emotions connected to learning (for example Viktorivna et al., 2022). • Standardising languages and ideologies emerged as one of the most compelling challenges – our interviewees also discussed this in detail (see Part III ‘Bias’). Rowe’s (2022) study of learners in a second-grade American classroom found that Google Translate’s programming appeared to carry messages about what is considered appropriate and standard language use, disregarding nuances in language groups. One learner using the tool found that Tagalog was not listed as a language by Google Translate, and the only available option for the Tagalog-speaking pupil when translating her own language to English was Filipino (which has been the official standardised language of the Philippines since 1987). Rowe (2022, p.884) reports that this left the learner ‘in essence, engaged in a negotiation of what counts as a language, who decides what it is called, and which language was “correct”.’ This suggests that by recognising some historical and political language boundaries over others, Google might re-enforce standardised language use.

Future directions. Generative AI (large language models) and improved speech technologies promise more natural conversational practice, dynamic content generation, and context-aware feedback. However, research must continue to evaluate pedagogical efficacy, cultural and linguistic equity, and long-term learning outcomes. Partnerships between educators, researchers, and developers are essential to produce tools that are pedagogically sound and widely accessible.

Conclusion.AI is reshaping ELT by enabling personalized pathways, scalable practice, and immediate feedback. Evidence to date supports AI’s role as a powerful supplement to traditional instruction when integrated thoughtfully. Teachers remain indispensable for socio-pragmatic coaching, motivation, and complex assessment. To maximize benefits and mitigate risks, institutions should adopt blended models, invest in teacher training, and apply ethical data governance.

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