INTERNATIONAL JOURNAL OF STATISTICAL ANALYSIS

ISSN: 2690-2265
ACCEPTED: 30.05.2026
PUBLISHED: 31.05.2026

ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH: OPPORTUNITIES, CHALLENGES AND PEDAGOGICAL IMPLICATIONS

Seytniyazova Gulsanem

School counselor, Yakkabog District Specialized School

guliseit79@gmail.com

Seytniyazova Umida

First-year student, Technical School No. 4, Nukus

Abstract

The article examines the role of artificial intelligence (AI) in teaching English as a foreign language. It describes the main categories of AI tools currently used in language education, including large language model chatbots, automated writing evaluation systems, speech recognition applications, adaptive learning platforms and machine translation. On the basis of an analysis of international and Uzbek scholarly literature and normative documents, the article identifies how these tools can support the development of the four language skills, personalise learning and provide immediate feedback. At the same time, it discusses the risks associated with AI, such as factual inaccuracy, threats to academic integrity, data privacy concerns, excessive dependence on technology and unequal access. The authors argue that AI should complement rather than replace the teacher and offer practical recommendations for the responsible integration of AI into English lessons in the educational system of Uzbekistan.

Keywords: artificial intelligence, English language teaching, generative AI, ChatGPT, personalised learning, automated feedback, digital literacy, academic integrity.

INTRODUCTION

In recent years, artificial intelligence has moved from research laboratories into everyday classrooms. The public release of ChatGPT by OpenAI in November 2022 made generative AI accessible to millions of teachers and learners and triggered an

https://creativecommons.org/licenses/by/4.0/

ISSN: 2690-2265
ACCEPTED: 30.05.2026
PUBLISHED: 31.05.2026

intense discussion about its place in education [7; 8]. Language education is one of the fields most directly affected, because modern AI systems are built on large language models that can understand and produce natural language, hold conversations, correct texts and explain grammar.

Uzbekistan pays considerable attention both to foreign language education and to digital technologies. Since the 2013/2014 academic year, foreign languages, primarily English, have been taught from the first grade of general secondary schools in accordance with Presidential Resolution PQ-1875 [1]. In 2021, Presidential Resolution PQ-4996 established measures to create conditions for the rapid introduction of artificial intelligence technologies in the country [2]. These policies make the question of how AI can be used effectively in English lessons especially relevant for Uzbek teachers.

Researchers have noted, however, that studies of AI in education often focus on technology while paying insufficient attention to the role of educators [12]. International organisations also emphasise that generative AI must be introduced with a human-centred approach, clear rules and attention to learners' age and wellbeing [11]. The purpose of this article is therefore to analyse the opportunities and challenges of AI in teaching English and to formulate pedagogical recommendations for teachers.

LITERATURE REVIEW

Research on the use of technology in English language teaching has two main sources in the Uzbek context: the methodological tradition and the recent wave of studies on artificial intelligence. The first is represented by the fundamental works of J.J.Jalolov and of O'.H.Hoshimov and I.Ya.Yoqubov. They define foreign language teaching as a purposeful process led by the teacher, who selects the content, methods and materials in accordance with the learning objectives and develops all language skills in an integrated way [3; 4]. These books were written before generative AI appeared and do not discuss it. Nevertheless, we consider their principles fully relevant and use them as the pedagogical framework of this article: in our view, the

https://creativecommons.org/licenses/by/4.0/

ISSN: 2690-2265
ACCEPTED: 30.05.2026
PUBLISHED: 31.05.2026

more powerful the technology becomes, the more important it is that its use is determined by a teaching objective and not by the capabilities of the tool. A more recent Uzbek contribution is the article by G. Raximova, which reviews how natural language processing and neural networks are applied in language-learning systems and outlines both the opportunities and the challenges of AI-assisted language acquisition [13]. We agree with the balanced tone of this work, but we also note that it is mostly general and descriptive and does not offer concrete classroom procedures. This article tries to fill that gap by translating the general discussion into recommendations for the school English teacher.

Among foreign scholars, S. Krashen is the most frequently cited theoretical authority for the personalisation of learning. His Input Hypothesis claims that acquisition takes place when learners understand input that is slightly above their current level [9]. We accept this idea as a useful justification for adaptive AI systems that adjust the difficulty of texts and tasks. At the same time, we believe that it cannot be the only foundation: the theory has been criticised for underestimating the role of output and interaction, and it is precisely the temptation to let AI produce language instead of the learner that creates the greatest risk in practice. Concerning AI writing tools, R. Godwin-Jones analyses how intelligent writing assistance can be combined with instructed language learning and points out that such tools change the nature of authorship and the learner's role in writing [5]. Our position is close to his: automated correction is useful only if the teacher turns it into a learning activity, for example by asking students to explain why a correction was made. L. Kohnke, B.L. Moorhouse and D. Zou present one of the first systematic discussions of ChatGPT in language teaching, describing its possible uses and the digital competences that teachers need [8]. We consider this study the most practically useful for our topic, although it was carried out mainly in the context of higher education in Hong Kong, and its suggestions must be adapted to the conditions of Uzbek schools, where class sizes, access to devices and learners' proficiency are different. A broader view is given by E. Kasneci and co-authors, who see large language models as a resource for both

https://creativecommons.org/licenses/by/4.0/

ISSN: 2690-2265
ACCEPTED: 30.05.2026
PUBLISHED: 31.05.2026

learners and teachers but warn about inaccuracy, bias and overreliance [7]. We share this cautious optimism, while noting that their review covers education in general and does not focus on foreign language learning.

A third group of works examines AI in education as a whole. R. Luckin and colleagues, and W. Holmes and colleagues, argue that AI can support personalised learning and reduce teachers' routine work, but should be developed together with educators. O.Zawacki-Richter and co-authors show in a systematic review that research on AI in higher education is dominated by technical perspectives, while teachers are rarely involved. We agree with this criticism, and it motivates the teacher-centred orientation of our recommendations. Finally, UNESCO's guidance proposes a human-centred approach, data protection and an age limit of 13 for independent use of generative AI in classrooms. We support these principles as a minimum standard, but we believe that in Uzbekistan they must be supplemented by national rules and by teacher training, because a general international recommendation does not by itself ensure responsible use in each school.[6;10;11;12]

The analysis shows that the existing literature has three limitations. First, most foreign studies concern universities and English-speaking or highly resourced contexts. Second, Uzbek methodological works are authoritative but pre-date generative AI, while the newer Uzbek publications are mostly general reviews. Third, few studies connect AI tools with the established methodology of teaching English in general secondary schools. Our article addresses this gap by combining the methodological tradition of Uzbek scholars with the findings of international research on AI.

MATERIALS AND METHODS

The study is based on a theoretical analysis of scholarly publications on AI in education and language teaching, policy documents of UNESCO and normative acts of the Republic of Uzbekistan, as well as classical works on foreign language teaching methodology by Uzbek scholars [3; 4]. Methods of comparison,

https://creativecommons.org/licenses/by/4.0/

ISSN: 2690-2265
ACCEPTED: 30.05.2026
PUBLISHED: 31.05.2026

generalisation and systematisation were used to classify AI tools and to identify their didactic potential and limitations.

RESULTS AND DISCUSSION

Main categories of AI tools in English language teaching

AI applications in language education can be grouped into several categories according to their function. Table 1 summarises the most widely used types of tools and their main contribution to English learning.

Table 1. Categories of AI tools used in English language teaching

AI tool category	Examples	Main contribution to English learning
Large language model chatbots	ChatGPT, Gemini, Claude	Conversation practice, explanations of grammar and vocabulary, generation of texts and exercises
Automated writing evaluation	Grammarly, Write & Improve	Immediate feedback on grammar, spelling, vocabulary and coherence
Speech recognition and pronunciation tools	ELSA Speak, Google Translate voice input	Feedback on pronunciation, intonation and fluency
Adaptive learning platforms	Duolingo	Personalised sequencing of tasks, spaced repetition
Machine translation	Google Translate, DeepL	Comprehension support, comparison of L1 and L2 structures

Large language models deserve particular attention. Kohnke, Moorhouse and Zou show that ChatGPT can act as a conversation partner, generate texts of a required level, explain the meaning of words in context and create tests and dialogues, while teachers need specific digital competences to use it effectively [8]. Automated writing evaluation tools, in turn, have developed from simple spell checkers into

https://creativecommons.org/licenses/by/4.0/

ISSN: 2690-2265
ACCEPTED: 30.05.2026
PUBLISHED: 31.05.2026

systems that suggest stylistic and structural improvements, which raises new questions about authorship and learning [5].

Opportunities for developing language skills

Personalisation. Adaptive systems analyse learners' answers and select tasks that correspond to their current level. This is consistent with Krashen's idea that learners acquire language most effectively when they receive comprehensible input slightly beyond their current competence. AI makes it possible to adjust the difficulty of texts, vocabulary and exercises for each learner, which is difficult to achieve in large classes.[9]

Immediate feedback. In traditional teaching, students often wait days to receive comments on their written work. AI tools provide instant feedback on grammar, vocabulary and organisation, allowing learners to revise their texts several times. Kasneci and co-authors note that large language models can support learners in writing, summarising and understanding complex texts, provided that their output is critically evaluated [7].

Speaking and pronunciation. Speech recognition technologies give learners the opportunity to practise speaking without fear of making mistakes in front of classmates. Chatbots can simulate everyday situations such as ordering food, taking part in a job interview or asking for directions, thus increasing the amount of speaking practice outside the classroom.

Support for teachers. AI can reduce teachers' workload by helping them prepare lesson plans, reading texts adapted to different levels, vocabulary lists, quizzes and rubrics [6; 10]. This allows teachers to devote more time to communication with students, motivation and individual support. As Uzbek methodologists emphasise, the leading role in organising the learning process belongs to the teacher, who selects methods and materials in accordance with learning objectives [3; 4]; AI expands the range of these materials but does not remove the need for professional judgement.

Challenges and risks

https://creativecommons.org/licenses/by/4.0/

ISSN: 2690-2265
ACCEPTED: 30.05.2026
PUBLISHED: 31.05.2026

Accuracy. Generative AI can produce fluent but incorrect information, including invented facts and references. Learners who are not yet proficient may be unable to detect such errors [7; 11].

Academic integrity. The ability of AI to write essays and complete homework creates a risk that students will submit texts they have not produced themselves. This requires teachers to rethink assessment, for example by focusing on the writing process, oral defence of written work and in-class tasks [8].

Data privacy and age restrictions. Many AI services collect user data. UNESCO recommends protecting learners' personal data and suggests a minimum age of 13 for the independent use of generative AI tools in the classroom [11].

Overreliance and reduced effort. If learners use AI to translate or correct every sentence, they may not develop their own language competence. Language acquisition requires active production, and constant automatic correction can deprive learners of the cognitive effort necessary for learning [5].

Unequal access and bias. Not all students have stable internet access or modern devices, which may widen the digital divide between urban and rural schools. In addition, AI systems are trained mainly on data from particular languages and cultures and may reproduce biases [6; 11].

Pedagogical recommendations

Based on the analysis, the following recommendations can be made for English teachers. First, AI should be used as an assistant, not as a substitute for the teacher; tasks should be designed so that AI supports thinking rather than replaces it. Second, teachers should develop learners' critical digital literacy by teaching them to check AI output, compare it with reliable sources and explain their own corrections. Third, clear classroom rules on the acceptable use of AI should be established and communicated to students and parents. Fourth, assessment should include more oral, process-oriented and in-class tasks. Fifth, teacher training programmes in Uzbekistan should include modules on the effective and ethical use of AI in foreign language teaching. Finally, school psychologists and counselors can contribute by helping

https://creativecommons.org/licenses/by/4.0/

ISSN: 2690-2265
ACCEPTED: 30.05.2026
PUBLISHED: 31.05.2026

students develop healthy learning habits and avoid excessive dependence on digital tools.

CONCLUSION

Artificial intelligence opens new opportunities for teaching English: it allows learning to be personalised, provides immediate feedback, increases speaking and writing practice and reduces teachers' routine workload. At the same time, AI tools may generate inaccurate information, threaten academic integrity, raise privacy concerns and encourage overreliance. The effectiveness of AI therefore depends not on the technology itself but on how it is integrated into the learning process by a qualified teacher.

In the context of Uzbekistan, where English is taught from the first grade and the state actively supports the introduction of artificial intelligence, it is important to combine the proven principles of foreign language teaching methodology with modern AI tools. A balanced, human-centred approach, supported by teacher training and clear ethical guidelines, will help turn AI into a valuable resource for improving the quality of English language education.

REFERENCES:

1. O‘zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrdagi PQ-1875-son “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi qarori.

2. O‘zbekiston Respublikasi Prezidentining 2021-yil 17-fevraldagi PQ-4996-son “Sun’iy intellekt texnologiyalarini jadal joriy etish uchun shart-sharoitlar yaratish chora-tadbirlari to‘g‘risida”gi qarori.

3. Jalolov J.J. Chet til o‘qitish metodikasi.Toshkent: O‘qituvchi, 2012.

4. Hoshimov O‘.H., Yoqubov I.Ya. Ingliz tili o‘qitish metodikasi. Toshkent: Sharq, 2003.

5. Godwin-Jones R. Partnering with AI: Intelligent writing assistance and instructed language learning // Language Learning & Technology. 2022. Vol. 26, No. 2. P. 5–24.

https://creativecommons.org/licenses/by/4.0/

ISSN: 2690-2265
ACCEPTED: 30.05.2026
PUBLISHED: 31.05.2026

6. Holmes W., Bialik M., Fadel C. Artificial Intelligence in Education: Promises and Implications for Teaching and Learning. Boston: Center for Curriculum Redesign, 2019.

7. Kasneci E., Sessler K., Küchemann S. et al. ChatGPT for good? On opportunities and challenges of large language models for education // Learning and Individual Differences. 2023. Vol. 103. Article 102274.

8. Kohnke L., Moorhouse B.L., Zou D. ChatGPT for language teaching and learning // RELC Journal. 2023. Vol. 54, No. 2. P. 537–550.

9. Krashen S.D. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press, 1982.

10. Luckin R., Holmes W., Griffiths M., Forcier L.B. Intelligence Unleashed: An Argument for AI in Education. London: Pearson, 2016.

11. UNESCO. Guidance for Generative AI in Education and Research. Paris: UNESCO, 2023.

12. Zawacki-Richter O., Marín V.I., Bond M., Gouverneur F. Systematic review of research on artificial intelligence applications in higher education – where are the educators? // International Journal of Educational Technology in Higher Education. 2019. Vol. 16. Article 39.

13. Raximova G. Language acquisition through artificial intelligence // News of the NUUz. 2024. No. 1/1.3.1. P. 304–307.

https://creativecommons.org/licenses/by/4.0/