

CHALLENGES AND RISKS OF ARTIFICIAL INTELLIGENCE USE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract

AI tools are increasingly being used in education, offering significant benefits to both teachers and students (Crompton et al., 2024); however, serious risks have also been increasing.

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Given these concerns, the purpose of this thesis is to explore the major risks and limitations of AI applications in English language teaching, drawing on international and Uzbek research. Although students acknowledged the benefits of ChatGPT, Alkamel and Alwagieh (2024) found that they raised concerns about plagiarism and academic integrity. Similarly, Lekamge and Smith (2025) revealed that excessive reliance on automated correction tools, such as Microsoft Word's correction feature, can diminish students' long-term development of language proficiency. In a broader review, Kyaw and Deng (2025) identified several practical issues, such as difficulties in developing high-level cognitive skills, ethical problems, technical issues, and unequal access to applications.

In the Uzbekistan context, Mirzayev et al. (2025) reported that although teachers valued the benefits of AI, they were concerned that it would negatively impact students' critical thinking skills and interpersonal communication. To mitigate these risks, there is a need for clear institutional policies, stronger teacher supervision, and adapted assessment methods. Future research should further explore these problems within the Uzbekistan context.

Reference

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