

THE ROLE OF ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE: OPPORTUNITIES AND CHALLENGES

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Abstract

The integration of AI-powered technologies into English language teaching has experienced dramatic growth in recent years. Among these tools, chatbots, automated writing correction, and personalized learning platforms play an important role because they facilitate the development of language skills. This thesis briefly examines the opportunities and challenges of AI tools in English language teaching, drawing on international and Uzbek research.

Keywords: Artificial Intelligence, English Language Teaching, Chatbots, Higher Education, Uzbekistan

Research shows that chatbots improve students' speaking proficiency and reduce communication anxiety (Jeon et al., 2024). Similarly, automated writing correction tools, such as Grammarly, have been shown to enhance students' grammatical accuracy and lexical richness (Dizon & Gayed, 2021). Shikina (2025) found that AI-tool users in Uzbekistan demonstrated high levels of self-directed learning and intrinsic motivation. However, overreliance on these kinds of tools may violate academic integrity and undermine independent learning skills (Alkamel & Alwagieh, 2024). Research in Uzbekistan showed willingness among teachers toward AI, yet the lack of systematic training still remains a major problem (Shakib Kotamjani et al., 2023; Mirzayev et al., 2025). Mirzayev et al. (2025) found that teachers utilised ChatGPT mainly for fostering students' autonomy and providing immediate feedback; however, they expressed concern about its negative impact on critical thinking.

AI applications contribute to creating beneficial opportunities for English language teaching, but they should be integrated under the supervision of teachers and with

clear pedagogical purposes. There is a need for expanded and in-depth studies on this topic in Uzbekistan.

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