
CONFERENCE ARTICLE**The Role Of Artificial Intelligence In English Language Learning****Nazirova Muattar Tulkunovna**

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Abstract: Artificial intelligence is becoming an important tool in English language learning because it can provide immediate feedback, personalized practice, conversational interaction, and support for independent study. This thesis examines the pedagogical role of AI in developing vocabulary, grammar, writing, speaking, and learner autonomy. A qualitative review of recent research on generative AI and AI-supported language learning was conducted. The findings show that AI can expand opportunities for individualized learning and continuous practice, but its effectiveness depends on teacher guidance, digital literacy, ethical use, and critical evaluation of generated content.

Keywords: Artificial intelligence, English language learning, generative AI, ChatGPT, personalized learning, language skills, digital literacy.

Introduction

Artificial intelligence is increasingly visible in education, especially in language learning. AI-based systems can process natural language, generate texts, simulate dialogue, evaluate learner responses, and provide rapid feedback. In English learning, these functions create opportunities for practice beyond the classroom and allow learners to work at an individual pace. Kohnke, Moorhouse and Zou emphasize that generative AI can support interaction, explanation, text generation, and feedback, while requiring appropriate digital competencies from teachers and learners [1]. Hockly also notes that AI is becoming part of English language teaching, although its benefits must be considered together with pedagogical and ethical limitations [2]. The purpose of this thesis is to examine the role of AI in English language learning and identify its main benefits, limitations, and conditions for effective use.

The study used qualitative literature analysis and comparative synthesis. Recent scholarly sources on generative AI, educational chatbots, large language models, and English language teaching were reviewed. Attention was given to practice, feedback, personalization, autonomy, teacher roles, reliability, academic integrity, and responsible use. UNESCO guidance on generative AI in education was also considered to include human-centered and ethical principles [6].

The analysis shows that AI can contribute to English language learning through personalized support. Learners can request explanations at a suitable proficiency level, generate examples, simplify texts, practice vocabulary in context, and receive exercises focused on individual weaknesses. Large language models can also provide immediate responses, which reduces the delay between a learner's attempt and corrective feedback. This is useful in writing practice, where learners may request explanations of grammatical errors, coherence, lexical choices, and alternative formulations. Research confirms the potential of generative AI to support tutoring, feedback, content generation, and individualized learning, while warning that generated responses may contain inaccuracies [3; 4].

AI also expands opportunities for productive language practice. Conversational systems can simulate interviews, travel situations, academic discussions, and workplace communication. Learners with limited access to English-speaking partners can therefore practice more often. AI can maintain dialogue, adapt questions, and provide prompts with less social pressure than some classroom speaking situations. It can also create communicative contexts in which grammar and vocabulary are used meaningfully [1].

Another important outcome is the support of learner autonomy. AI tools are available on demand and can help students plan study activities, create vocabulary exercises, compare sentence structures, generate model responses, or obtain simpler explanations. This flexibility can strengthen self-directed learning when students formulate effective prompts and verify information. However, excessive dependence on ready-made responses may reduce the cognitive effort required for genuine language development.

The educational value of AI depends on how it is integrated into learning. AI can increase practice time, personalize support, and provide rapid feedback, but it cannot reliably replace pedagogical judgment. Large language models may produce biased or inaccurate information and can be misused, which makes human oversight necessary [3]. Research on educational chatbots also identifies concerns related to truthfulness, privacy, academic honesty, and responsible adoption [5].

These limitations matter because fluent AI-generated language may appear automatically correct. Teachers should therefore design tasks in which students compare AI suggestions, justify corrections, verify information, and revise generated texts. In this way, AI becomes a tool for critical language analysis rather than a mechanism for producing answers. Academic integrity is equally important: AI may support brainstorming, explanation, feedback, and revision, but it should not replace the learner's own linguistic work.

The teacher's role consequently changes rather than disappears. Teachers remain responsible for learning outcomes, task design,

progress monitoring, motivation, and meaningful human interaction. UNESCO recommends a human-centered approach that protects human agency, inclusion, safety, and educational purpose [6]. In English learning, this requires combining AI-supported individual practice with teacher feedback, peer communication, authentic materials, and collaborative tasks.

Artificial intelligence can play a significant role in English language learning by providing personalized practice, immediate feedback, conversational opportunities, writing support, and resources for autonomous study. Its strongest educational value appears when it supplements rather than replaces purposeful teaching and genuine communication. Effective use requires digital literacy, critical evaluation, ethical awareness, and clear pedagogical objectives. AI should be integrated as a supporting tool that strengthens learner activity while preserving teachers, human interaction, and independent thinking.

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