

## Artificial Intelligence in English Language Teaching: A Transformative Shift or a Passing Trend?

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### Abstract.

English Language Teaching (ELT) is not an exception to the way artificial intelligence (AI) is quickly changing education. This study examines the present effects, possible advantages, and related difficulties of AI-powered technologies as they are further incorporated into classrooms. It contends that artificial intelligence (AI) is a paradigm change in how we approach language learning, evaluation, and student involvement rather than just a passing fad. The paper offers a critical lens for assessing AI's role and pedagogical implications for effectively integrating technology in ELT, drawing on recent research and real-world classroom applications.

### Introduction.

With uses ranging from intelligent teaching platforms to automated feedback systems, artificial intelligence (AI) has become increasingly integrated into education in recent years. AI is being investigated in English Language Teaching (ELT) because of its potential to expedite assessment, personalize learning, and help teachers and students achieve better results. As a TESOL teacher in Uzbekistan, I have personally observed the interest—and occasionally skepticism—that envelops the application of AI in the classroom, particularly in settings where digital literacy and access differ greatly.

### AI Tools and Applications in ELT

AI Resources and Uses in ELT Adaptive learning platforms (like Duolingo and Write & Improve by Cambridge), speech recognition software (like ELSA Speak), and grammar correction software (like Grammarly) are some of the most popular AI applications in ELT. These resources facilitate independent learning, promote language acquisition, and offer immediate feedback. AI chatbots, like ChatGPT, are also becoming more popular as conversation companions, helping students with real-time translation, grammar clarifications, and vocabulary acquisition. I have



incorporated artificial intelligence (AI) techniques into my own teaching practice to enhance conventional training, particularly in the areas of speaking and writing.

### **Benefits of AI in Language Education**

By evaluating performance data and tailoring training, AI can assist in meeting the needs of each individual student. AI-powered systems, for instance, are able to identify a student's grammatical deficiencies and provide specific activities. Learning can be accelerated by this kind of individualized feedback, which is frequently not possible in large classrooms. AI also makes ongoing formative evaluation easier. Teachers can use AI systems that offer real-time analytics to track students' development instead of depending just on summative assessments. This makes it possible for more responsive pedagogy and prompt interventions (Zawacki-Richter et al., 2019).

### **Challenges and Concerns.**

Integrating AI into ELT has a number of drawbacks. One worry is the possibility of becoming overly dependent on AI-generated feedback, which could inhibit the use of innovative language or critical thinking. Additionally, students may passively accept changes without comprehending the underlying guidelines. Data privacy is another difficulty. Large volumes of user data are collected by many AI systems, thus educators need to be careful about student privacy, particularly in nations with changing digital laws. Lastly, teacher preparation is crucial. Teachers may underuse AI tools or use them ineffectively without proper guidance and digital literacy, which would exacerbate rather than close the digital divide.

### **Pedagogical Implications**

Implications for Education Teachers should be supported by AI, not replaced. Teachers should critically assess tools based on their educational usefulness, not merely their technological appeal, in order to achieve effective integration. Modules on AI literacy, ethical use, and useful teaching techniques ought to be a part of professional development and training programs. Introducing AI in Uzbekistan necessitates careful scaffolding and local context adaption, as many schools are still making the shift to digital learning environments. A viable starting point for integrating AI could be offered by blended learning models.



### Conclusion.

AI in ELT is a disruptive force that has the power to completely change the way we teach, learn, and evaluate language. It is not just a fad. But this change needs to be driven by inclusiveness, ethical considerations, and educational ideals. To make sure that technology supports learning rather than the other way around, educators must not just adopt new tools but also critically consider their implications.

### References

1. Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education – where are the educators? *International Journal of Educational Technology in Higher Education*, 16(39). <https://doi.org/10.1186/s41239-019-0171-0>
2. Cambridge University Press & Assessment. (n.d.). Write & Improve. <https://writeandimprove.com>

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