

THE IMPORTANCE AND DRAWBACKS OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING

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Abstract: The integration of artificial intelligence into various spheres of modern education has brought about remarkable transformation, especially in the teaching and learning of languages. The teaching of English, as a global language, has particularly benefited from the adoption of artificial intelligence, leading to the emergence of new methods, practices, and tools that have the potential to revolutionize traditional classroom techniques. The role of artificial intelligence in English language instruction is continuously evolving, reshaping not only the dynamics between teachers and students but also the content and delivery of lessons, the evaluation of progress, and the personalization of the learning experience.

Key words: artificial intelligence, English language teaching, technology in education, digital learning, personalized learning, teacher-student interaction, machine learning, assessment, learning motivation, ethical issues.

The primary significance of artificial intelligence in English language education lies in its ability to deliver personalized learning experiences tailored to individual learners' needs, proficiency levels, and learning styles. Technological advancements have enabled the development of adaptive learning platforms that utilize sophisticated algorithms to analyze student performance and adjust the content in real time. This allows learners to navigate the curriculum at their own pace, focusing on areas where they need improvement while reinforcing their strengths. Such personalization has the potential to promote learner autonomy and motivation, leading to increased engagement and more effective language acquisition. Furthermore, artificial intelligence introduces efficiency and scalability that traditional classroom methods often lack. AI-driven tools can facilitate the management of large numbers of learners, providing instant feedback on exercise completion, assessments, and language usage, thus relieving teachers of repetitive and time-consuming tasks. Automated grading systems and intelligent tutoring applications not only assist teachers in tracking student progress but also ensure consistency and objectivity in evaluation. These tools can identify common errors and misconceptions across diverse groups of learners, helping teachers to refine their instructional strategies accordingly [1].

Another important aspect of incorporating artificial intelligence into English language teaching is the opportunity it provides for ongoing assessment and formative feedback. Through continuous monitoring and real-time data analysis, artificial intelligence enables immediate and constructive feedback that supports the learning

process. Students benefit from swift correction of mistakes and targeted recommendations, fostering a sense of achievement as they witness their progress. Teachers, on the other hand, can access comprehensive analytics and insights regarding student performance, allowing for data-driven decision-making and intervention where needed. Artificial intelligence also addresses the challenge of resource limitations commonly encountered in educational settings. By making a wide range of digital resources and language-learning applications accessible anytime and anywhere, artificial intelligence contributes to bridging the gap between learners with different socioeconomic backgrounds. Quality language practice and exposure to authentic English materials are no longer restricted to traditional classroom environments or dependent on the availability of native-speaking instructors. Learners from remote and underserved areas can therefore benefit from interactive learning experiences, rich multimedia content, and communication opportunities that would otherwise be unavailable to them [2].

Additionally, artificial intelligence enhances the variety and richness of instructional content available to learners. Employing speech recognition, natural language processing, and machine learning technologies, various applications can analyze spoken and written language, offering highly interactive and immersive learning environments. These environments can simulate real-life communication scenarios, encourage the application of language skills in meaningful contexts, and facilitate the acquisition of accurate pronunciation, grammar, and vocabulary. This multi-dimensional approach to language instruction can cater to various learning preferences and skills, supporting holistic language development. Notwithstanding these substantial benefits, the widespread adoption of artificial intelligence in English language instruction is not without its challenges and drawbacks. One of the most frequently cited concerns pertains to the potential erosion of teacher-student interaction, which is considered fundamental to effective language learning. The relational aspects of language education, such as encouragement, empathy, and cultural awareness, are difficult to replicate through artificial intelligence alone. The absence of human connection may lead to reduced learner motivation, engagement, and satisfaction, particularly for those who thrive in collaborative and social learning environments [3].

Another significant drawback involves the risk of dependence on artificial intelligence at the expense of essential language learning processes. The overreliance on automated feedback and assessment could diminish learners' ability to engage in self-reflection and critical thinking about their own progress. When students become accustomed to instant error correction, they may not develop the necessary skills to monitor and regulate their language use independently. This reliance may also contribute to superficial learning, where the focus shifts to completing tasks and

achieving scores rather than internalizing language structures and fostering communicative competence. Artificial intelligence applications, while efficient, are not infallible. Inconsistencies, inaccuracies, or biases in automated assessment and feedback can potentially mislead learners or reinforce incorrect language usage. Although machine learning technologies are constantly improving, they remain limited in their capacity to understand nuanced aspects of language, such as idiomatic expressions, cultural references, humor, or figurative language. The limitations of algorithms in interpreting context and meaning may result in feedback that is either irrelevant or insufficiently constructive, hindering genuine language development. Accessibility and digital divide remain problematic aspects of artificial intelligence integration in English language teaching. Not all learners have equal access to the necessary technological infrastructure or digital literacy required to make effective use of AI-driven tools. Some students may struggle to navigate learning platforms, requiring additional support or resources that are not always readily available. These disparities could exacerbate existing inequalities, impeding the democratizing potential of technological interventions in education. Ethical considerations also come to the fore in the deployment of artificial intelligence in educational contexts. Issues surrounding data privacy, security, and the ethical use of student information must be carefully addressed to safeguard learner rights and well-being. Teachers and institutions need to be vigilant about transparency in data collection, informed consent, and the responsible application of machine learning models. The balance between innovation and ethical responsibility is delicate and demands ongoing attention from all stakeholders involved [4].

Another notable limitation of artificial intelligence in English language learning relates to creativity and authentic expression. Language learning is inherently creative and expressive, involving personal interpretation, emotional resonance, and spontaneity. Artificial intelligence, though capable of modeling rules and patterns, lacks the insight and intuition necessary to fully support learners' creative efforts or to appreciate subtle differences in meaning and tone. The richness of language, with its subjectivity and variety, may be diminished in heavily automated environments. Despite these drawbacks, the incorporation of artificial intelligence into English language teaching remains a dynamic and promising area of educational innovation. The ongoing advances in natural language processing, semantic analysis, and human-computer interaction open new possibilities for developing adaptive and responsive learning systems. To maximize the benefits and mitigate the risks, it is essential to pursue a balanced approach that integrates artificial intelligence as a complementary tool rather than a replacement for human instruction. Professional development and training for teachers play a vital role in ensuring successful integration of artificial intelligence. Educators must be equipped with the knowledge and skills to select,

implement, and evaluate AI-driven resources meaningfully. They should act as facilitators who can blend technology with pedagogical best practices, maintaining the focus on communicative competence and learner-centered methodologies. Ongoing collaboration between educators, developers, and policymakers is crucial to create effective frameworks for the responsible and sustainable use of artificial intelligence in language education. Furthermore, attention must be paid to designing AI-based tools that are inclusive, equitable, and accessible to all learners regardless of background. This requires an emphasis on universal design principles, multilingual support, and culturally responsive content. The goal should be to empower learners, respect diversity, and foster digital citizenship while harnessing the benefits of technological progress [5].

Conclusion: In conclusion, artificial intelligence marks a significant development in the field of English language teaching, offering transformative potential for personalization, efficiency, scalability, and accessibility. The opportunities arising from intelligent technologies can positively impact learners and educators, enabling more adaptive and engaging learning experiences that transcend the limitations of traditional classrooms. However, these benefits are accompanied by notable challenges, including reduced human interaction, overdependence on technology, issues related to accuracy and fairness, digital divides, and ethical concerns. It is imperative to approach the implementation of artificial intelligence in English language instruction thoughtfully and critically, ensuring that technology enhances rather than diminishes the human aspects of language learning. By adopting a balanced, informed, and learner-centered approach, the educational community can harness the promise of artificial intelligence while preserving the creativity, autonomy, and relationship-building fundamental to meaningful language education.

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