

USING ARTIFICIAL INTELLIGENCE TECHNOLOGIES AS A MODERN APPROACH TO FOREIGN LANGUAGE TEACHING

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DOI: <https://doi.org/10.5281/zenodo.22302070>

Abstract: This article examines the pedagogical potential of artificial intelligence (AI) technologies in foreign language teaching. Particular attention is given to the use of AI-based tools for personalized learning, language skill development, immediate feedback, assessment support, and independent learning. Recent research shows that AI tools can support English language learning, especially in writing, speaking, vocabulary, and grammar development. At the same time, their effectiveness depends on clearly defined learning objectives, appropriate pedagogical guidance, and students' digital and AI literacy. The article also considers challenges related to academic integrity, data privacy, inaccurate information, and overreliance on AI.

Keywords: artificial intelligence, foreign language teaching, English language, digital education, generative AI, ChatGPT, AI literacy, personalized learning, feedback, independent learning.

Annotatsiya: Ushbu maqolada chet tilini o'qitishda sun'iy intellekt (SI) texnologiyalaridan foydalanishning pedagogik imkoniyatlari tahlil qilinadi. Asosiy e'tibor SI vositalardan ta'limni individuallashtirish, til ko'nikmalarini rivojlantirish, tezkor fikr almashish, baholash va mustaqil ta'limni rivojlantirishda foydalanishga qaratiladi. Zamonaviy tadqiqotlar SI vositalari ingliz tilini o'rganishda, ayniqsa yozish, gapirish, lug'at va grammatikani rivojlantirishda yordam berishi mumkinligini ko'rsatmoqda. Shu bilan birga, ularning samaradorligi aniq belgilangan o'quv maqsadlari, tegishli pedagogik yo'naltirish hamda talabalarning raqamli va SI savodxonligiga bog'liq. Shuningdek, maqolada akademik halollik, noto'g'ri axborot va SIga haddan tashqari tayanish bilan bog'liq muammolar ham ko'rib chiqiladi.

Kalit so'zlar: sun'iy intellekt, chet tilini o'qitish, ingliz tili, raqamli ta'lim, generativ AI, ChatGPT, AI savodxonligi, shaxsiylashtirilgan ta'lim, qayta aloqa, mustaqil ta'lim.

Аннотация: В статье анализируются педагогические возможности использования технологий искусственного интеллекта (ИИ) в обучении иностранным языкам. Особое внимание уделяется применению инструментов на основе ИИ для персонализации обучения, развития языковых навыков, предоставления оперативной обратной связи, поддержки оценивания и самостоятельного обучения. Современные исследования показывают, что инструменты ИИ могут способствовать изучению английского языка, особенно развитию навыков письма, говорения, усвоению лексики и грамматики. Вместе с тем их эффективность зависит от чёткого определения учебных целей, соответствующего педагогического сопровождения, а также уровня цифровой и ИИ-грамотности студентов. В статье также рассматриваются проблемы, связанные с академической добросовестностью, конфиденциальностью данных, недостоверной информацией и чрезмерной зависимостью от ИИ.

Ключевые слова: искусственный интеллект, обучение иностранным языкам, английский язык, цифровое образование, генеративный ИИ, ChatGPT, ИИ-грамотность, персонализированное обучение, обратная связь, самостоятельное обучение.

Introduction

The rapid development of digital technologies is changing the content, organization, and methods of education. The spread of generative artificial intelligence has created new opportunities for teaching, learning, assessment, and the development of educational resources. UNESCO emphasizes that the use of AI in education should follow a human-centred approach and take into account ethical considerations, data privacy, and pedagogical objectives [1; 2]. Its AI Competency Framework for Teachers identifies competencies related to human-centred thinking, AI ethics, knowledge and application of AI, AI pedagogy, and professional development through AI [2].

The use of artificial intelligence is particularly relevant to foreign language teaching because language development requires regular practice, individual feedback, communication, and learning activities adapted to different proficiency levels. AI-based tools can support teachers and learners by generating learning materials, adapting tasks, providing feedback, simulating conversations, and supporting independent practice.

Recent empirical research has expanded considerably. Systematic reviews have reported growing interest in generative AI and ChatGPT in English as a second or foreign language education, particularly in writing, speaking, vocabulary, grammar, and learner support [4–8]. However, the growing availability of AI tools does not automatically guarantee better learning outcomes. The OECD Digital Education Outlook 2026 stresses that generative AI is most useful when it is integrated with clear pedagogical purposes and guidance; simply delegating cognitive work to AI may produce a successful task outcome without equivalent learning [3].

Therefore, the key issue is not whether AI should be used in foreign language education, but how it should be integrated into teaching so that it supports learning without replacing essential cognitive and communicative processes.

Literature Review

Research on AI in language education has developed rapidly in recent years. A systematic review of empirical studies on ChatGPT in ESL/EFL education identified major areas of application including writing, speaking, reading, vocabulary, grammar, and learner support. The review also highlighted the need for more controlled empirical studies examining the actual effects of ChatGPT on language development [4].

A broader review of generative AI research in language learning and teaching likewise shows that recent studies have focused on learners’ perceptions, cognitive and psychological aspects, teaching strategies, language skills, writing, feedback, and AI integration [7]. The concentration of studies in higher education and EFL settings indicates that generative AI has become a significant research topic in language education.

Research also suggests potential benefits for independent language learning. A multi-method study involving EFL learners found that factors such as interactivity, usefulness, trust, and ease of use can influence students’ willingness to use ChatGPT for self-learning [6]. This suggests that AI can function as an additional learning resource when students use it purposefully and critically.

Quantitative evidence is also increasing. Recent meta-analyses have reported positive effects of AI-supported learning on aspects of English language achievement, while also emphasizing variation across studies, learner groups, tools, and instructional contexts [9; 10]. These findings suggest that AI should not be treated as a universally effective intervention; its value depends on how it is designed and integrated into the learning process.

Another important area is AI-supported speaking practice. Systematic reviews indicate that AI chatbots can create additional opportunities for conversational practice and interactive language use [8]. However, AI conversation cannot fully reproduce the social, pragmatic, and interpersonal dimensions of communication with human speakers.

AI-based tools can generate or adapt tasks according to learners’ proficiency, errors, and learning needs. This can be particularly useful in mixed-ability groups, where students may require different types and levels of support. AI may provide additional practice, alternative explanations, and differentiated learning materials while allowing students to work at an appropriate pace [3; 4].

AI can provide rapid feedback on aspects of written and spoken language. In writing, AI tools can identify possible grammatical, lexical, and organizational problems. In speaking, speech-enabled systems can provide opportunities to review pronunciation and fluency. Such feedback can increase opportunities for practice, although it should be checked against teacher-defined criteria because AI-generated feedback can be incomplete or inaccurate.

AI tools can support writing through brainstorming, language analysis, revision, and feedback; support speaking through dialogue simulations and role-play; support reading through explanations and vocabulary assistance; and support vocabulary learning through contextualized examples and retrieval

activities [4; 5; 6]. The pedagogical value of these functions depends on whether learners remain actively involved in processing and producing language.

AI can provide students with additional opportunities to practise English outside scheduled classes. Students can use AI for explanations, examples, conversation practice, feedback, and revision. However, independent learning requires learners to set goals, select appropriate tasks, evaluate AI-generated information, and monitor their own progress. Therefore, AI should extend independent learning rather than replace learner effort.

Chatbots and other generative AI tools can create simulated communicative situations, question-and-answer activities, and problem-solving tasks. These opportunities may increase learner engagement and provide additional language practice. Nevertheless, teachers need to design activities that require students to think, respond, justify, and revise rather than simply copy AI-generated answers.

The introduction of AI does not eliminate the role of the teacher; instead, it changes some aspects of the teacher's methodological work. Teachers need to select appropriate AI tools, define learning purposes, design meaningful tasks, evaluate AI-generated content, establish assessment criteria, and monitor students' use of AI. UNESCO's AI Competency Framework for Teachers emphasizes AI pedagogy and professional development as important areas of teacher competence [2].

AI literacy is equally important for students. Learners need to understand the strengths and limitations of AI, recognize that AI-generated information may be inaccurate, verify important information, protect personal data, and use AI without transferring responsibility for learning to the system. In this respect, the central educational goal is not merely to teach students how to operate AI tools, but to develop informed and critical use of these tools. For example, instead of asking students to generate a complete essay with AI, a teacher can ask them to use AI to identify possible language problems in their own draft, verify the suggestions, revise the text independently, and explain the changes they made. Such tasks preserve students' cognitive involvement and strengthen reflection and independent learning.

However, the use of AI in foreign language teaching also creates several challenges. First, AI-generated responses may contain inaccurate, biased, or contextually inappropriate information. Second, overreliance on AI may reduce students' opportunities to think independently, solve problems, and produce language without technological assistance. Third, academic integrity becomes more complex when students submit AI-generated text as their own work [3; 4].

Privacy and data protection are also important. UNESCO recommends that AI use in education should protect personal information and remain consistent with ethical and human-centred principles [1]. In addition, educational institutions need clear policies on acceptable AI use, disclosure of AI assistance, assessment procedures, and academic integrity. Another limitation concerns unequal access and digital competence. Not all learners have the same access to advanced AI tools or the same level of digital literacy. Therefore, AI integration should not create additional educational inequalities.

Discussion

The literature indicates that AI has considerable potential to support foreign language learning, but its educational value depends on pedagogical design. The strongest use cases are those in which AI provides additional practice, feedback, examples, or individualized support while students remain responsible for understanding, evaluating, producing, and revising language. From a methodological perspective, AI can be integrated into the stages of planning, practice, feedback, reflection, and revision. In this model, the teacher defines the learning objective and criteria; the student performs the language task; AI provides supplementary support; the student evaluates and verifies the output; and the teacher provides final guidance. This structure can preserve learner autonomy while taking advantage of AI-supported resources.

The evidence also suggests that AI should be evaluated according to the learning outcome rather than the novelty of the technology. A tool is pedagogically valuable when it contributes to measurable language development, meaningful engagement, or improved learning regulation. Where AI merely completes a task that the learner should have completed independently, its educational value is limited [3].

Conclusion

Artificial intelligence is becoming an important component of contemporary digital education and offers new possibilities for foreign language teaching. AI-based tools can support personalized learning,

language practice, rapid feedback, assessment support, interactive activities, and independent learning. Recent research provides encouraging evidence, particularly in writing, speaking, vocabulary, and other language-learning activities [4–10].

However, AI should not be treated as a replacement for the teacher or for students’ own cognitive work. Effective integration requires clear learning objectives, carefully designed tasks, teacher guidance, AI literacy, critical evaluation of AI outputs, and attention to academic integrity and data privacy. The most appropriate approach is therefore to use AI as a pedagogical support tool that expands opportunities for language learning while maintaining students’ responsibility for learning outcomes.

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