Integrating Artificial Intelligence into English Language Teaching: Opportunities, Strategies, and Challenges

Khatamova Gulrukh Bakhtiyorovna
EFL teacher at Bukhara state pedagogical institute
bellatrix11235813@gmail.com
https://orcid.org/0009-0000-7262-1381
doi:https://doi.org/10.5281/zenodo.24368853

Abstract: Artificial intelligence (AI), particularly generative artificial intelligence (GenAI), is rapidly reshaping English language teaching (ELT) by expanding possibilities for personalized learning, automated feedback, interactive practice, materials development, assessment, and learner self-regulation. At the same time, the educational value of AI cannot be assumed from technological capability alone. Questions of reliability, academic integrity, learner dependence, teacher preparedness, data privacy, equity, and the preservation of human interaction remain central to responsible implementation. This article presents a critical thematic synthesis of five influential and recent publications on AI in English as a foreign or second language education: Kohnke, Moorhouse, and Zou (2023); Crompton, Edmett, Ichaporia, and Burke (2024); Uygun and Demir (2026); Deng and Jamaludin (2026); and Wolpert, Sun, and Teng (2026). Rather than treating AI as a substitute for teachers, the synthesis conceptualizes it as a pedagogical partner whose effectiveness depends on purposeful task design, teacher mediation, critical AI literacy, and context-sensitive governance. The analysis identifies six major opportunity areas: personalization and adaptive support; feedback and writing development; speaking and interaction; teacher productivity and materials design; assessment and formative learning; and learner autonomy. It also identifies practical strategies for pre-task, during-task, and post-task integration, including human-first drafting, AI-supported revision, verification routines, differentiated prompting, and reflective disclosure of AI use. The main challenges are inaccurate or contextually weak output, overreliance and cognitive offloading, ethical and academic-integrity concerns, unequal access, insufficient teacher preparation, and an evidence base that remains concentrated in higher education, writing, and short-term studies. The article concludes that successful AI integration in ELT requires a human-centered model in which teachers retain responsibility for pedagogical decisions while students learn to use AI critically, transparently, and strategically.
Keywords: Artificial intelligence; generative AI; English language teaching; EFL; ESL; Artificial intelligence; learner autonomy; AI literacy; assessment; teacher role

Annotatsiya: Sun’iy intellekt, ayniqsa uning matn va boshqa turdagi yangi mazmunni yaratishga qodir generativ shakli, ingliz tilini o‘qitishda yangi imkoniyatlarni yuzaga keltirmoqda. Ushbu texnologiya ta’limni o‘quvchilarning individual ehtiyojlariga moslashtirish, bajarilgan topshiriqlar yuzasidan tezkor tavsiyalar berish, interaktiv mashqlar va o‘quv materiallarini yaratish, bilimlarni baholash hamda mustaqil o‘rganish jarayonini qo‘llab-quvvatlashga xizmat qiladi. Biroq uning ta’limdagi samaradorligini faqat texnologik imkoniyatlari bilan belgilash yetarli emas. Sun’iy intellektni o‘quv jarayoniga mas’uliyat bilan joriy etish natijalarning ishonchliligi, akademik halollik, o‘qituvchilarning tayyorgarligi, shaxsiy ma’lumotlar maxfiyligi, texnologiyadan foydalanishda teng imkoniyatlar va jonli muloqotning saqlanishiga bog‘liq.

Mazkur maqolada ingliz tilini xorijiy yoki ikkinchi til sifatida o‘qitishda sun’iy intellektdan foydalanishga bag‘ishlangan beshta ilmiy manba tanqidiy va tematik jihatdan tahlil qilinadi. Jumladan, Kohnke, Moorhouse va Zouning 2023-yildagi, Crompton, Edmett, Ichaporia va Burkening 2024-yildagi, Uygun va Demirning, Deng va Jamaludinning hamda Wolpert, Sun va Tengning 2026-yildagi

tadqiqotlari o‘rganiladi. Tahlil asosida sun’iy intellektning pedagogik ahamiyati topshiriqlarning aniq maqsad asosida tuzilishi, o‘qituvchining yo‘naltiruvchi faoliyati, sun’iy intellekt imkoniyatlari va cheklovlarini tanqidiy baholash savodxonligi hamda ta’lim sharoitiga mos boshqaruv bilan izohlanadi.

Tahlil natijalari oltita asosiy imkoniyatni ajratib ko‘rsatadi: ta’limni individuallashtirish va o‘quvchiga mos yordam ko‘rsatish; yozma nutqni rivojlantirish va tahrir bo‘yicha tavsiyalar berish; og‘zaki nutq va muloqotni mashq qilish; darslarni rejalashtirish hamda o‘quv materiallarini tayyorlash samaradorligini oshirish; o‘quv jarayonida baholash va rivojlantiruvchi fikr-mulohaza berish; o‘quvchilarning mustaqil o‘rganish ko‘nikmalarini qo‘llab-quvvatlash. Maqolada sun’iy intellektdan topshiriqni bajarishga tayyorgarlik, uni bajarish va natijalarni tahlil qilish bosqichlarida maqsadli foydalanish tavsiya etiladi. Bunda o‘quvchining dastlabki matnni mustaqil yozishi, sun’iy intellekt tavsiyalari asosida uni qayta ko‘rib chiqishi, berilgan ma’lumotlarni tekshirishi, til darajasiga mos so‘rovlar tuzishi hamda texnologiyadan qanday foydalanganini izohlashi muhim hisoblanadi.

Asosiy muammolar sifatida noto‘g‘ri yoki vaziyatga mos kelmaydigan javoblar, texnologiyaga ortiqcha tayanish, mustaqil fikrlash talab etiladigan vazifalarni sun’iy intellekt zimmasiga yuklash, akademik halollik va axloqiy me’yorlarga rioya qilishdagi qiyinchiliklar, foydalanish imkoniyatlarining teng emasligi hamda o‘qituvchilar tayyorgarligining yetarli emasligi aniqlanadi. Shuningdek, mavjud tadqiqotlarning ko‘proq oliy ta’lim, yozma nutq va qisqa muddatli tajribalarga qaratilgani natijalarni keng miqyosda umumlashtirish imkoniyatini cheklaydi. Maqolada sun’iy intellektni ingliz tilini o‘qitishga muvaffaqiyatli joriy etish inson manfaatlari va ta’lim maqsadlarini ustuvor qo‘yadigan yondashuvga asoslanishi lozim, degan xulosaga kelinadi. Bunday yondashuvda pedagogik qarorlar uchun asosiy mas’uliyat o‘qituvchida qoladi, o‘quvchilar esa sun’iy intellektdan ongli, tanqidiy va maqsadli foydalanishni o‘rganadilar.

Kalit so'zlar: sun'iy intellekt; generativ sun'iy intellekt; ingliz tilini o'qitish; EFL; ESL; Artificial intelligence; o'quvchi mustaqilligi; SI savodxonligi; baholash; o'qituvchi roli

1. Introduction

The widespread availability of generative artificial intelligence is changing how teachers prepare lessons and how students learn English. Because these systems operate largely through language, they offer particular possibilities for English language teaching. They can generate explanations, dialogues, summaries, exercises, model texts, translations, and feedback within seconds. Students can use this support beyond classroom hours, while teachers can adapt materials to different proficiency levels and learning needs. However, the rapid adoption of these tools has outpaced the development of clear pedagogical guidance for their responsible use.

Effective integration requires more than access to technology. A system may produce a grammatically correct sentence without helping a learner understand its structure, or generate an essay without developing the learner’s ability to plan, construct an argument, and revise independently. Similarly, a simulated conversation may provide useful practice while offering only a limited representation of the social, emotional, cultural, and pragmatic dimensions of human communication. Teachers therefore need to decide which learning objectives artificial intelligence can support, when assistance is appropriate, and which tasks students should perform independently. Assessment must also establish what learners understand and can produce themselves.

Recent scholarship offers a foundation for examining these decisions. In their 2023 publication, Kohnke, Moorhouse, and Zou discussed the potential of Artificial intelligence for language teaching and learning, emphasizing the digital competencies required for effective and ethical use. In 2024, Crompton, Edmett, Ichaporia, and Burke reviewed 42 studies and identified applications of artificial intelligence in speaking, writing, reading, teaching practices, and self-regulated learning. Two systematic reviews published in 2026 extended this discussion. Uygun and Demir synthesized 55 empirical studies

published between 2023 and 2025, while Deng and Jamaludin examined 51 studies on the roles of generative artificial intelligence in teaching English as a foreign language. Also in 2026, Wolpert, Sun, and Teng drew on 15 studies from a special issue of the journal System to examine opportunities, challenges, and ethical considerations in second and foreign language education. Together, these publications provide a basis for evaluating classroom applications more critically and connecting technological possibilities with educational purposes.

Several themes emerge across this literature. Artificial intelligence can help teachers personalize materials, provide timely feedback, create additional practice opportunities, and support students in planning and monitoring their learning. Research has focused particularly on writing and speaking, while reading, listening, and long-term language development have received less attention. Alongside the potential benefits, Crompton and her colleagues in 2024, Uygun and Demir in 2026, and Wolpert and his colleagues in 2026 identify recurring concerns about unreliable responses, excessive dependence, reduced learner independence, privacy, unequal access, and insufficient teacher preparation. These concerns show that educational value depends on the design of the learning activity, the quality of teacher guidance, and the decisions students make when using generated content.

Against this background, the present article brings together the five selected publications to develop a practical framework for integrating artificial intelligence into English language teaching. The framework places teachers' professional judgment and learners' active participation at the centre of implementation. The article examines the opportunities most consistently identified in the literature, the teaching strategies that can turn these opportunities into meaningful learning experiences, and the challenges that teachers and institutions need to address. Particular attention is given to protecting language development, learner independence, academic integrity, and equitable participation. The article uses a critical narrative synthesis, with findings developed through comparison and interpretation of existing reviews and conceptual discussions. Its purpose is to offer informed guidance for contexts in which English is taught as a foreign or second language.

2. Literature Review

Research on artificial intelligence (AI) in language education has grown rapidly. The five selected publications show how the discussion has moved from exploring the possibilities of Artificial intelligence to examining its educational value, limitations, and ethical implications. Kohnke et al. (2023), published shortly after Artificial intelligence became widely used, explored how the chatbot could support language teachers and learners. They also discussed its risks and the digital skills needed to use it effectively. Their central argument was that access to AI alone does not guarantee successful learning. Teachers and students must know how to write clear prompts, evaluate responses, recognize errors, and use AI-generated content ethically. These skills remain important because the usefulness of AI depends largely on how people guide it and assess its output. Crompton et al. (2024) reviewed 42 studies on AI in English language teaching and learning. They identified five main areas of support: speaking, writing, reading, teaching practices, and self-regulated learning. AI can give learners additional speaking practice, provide feedback on writing, and support reading comprehension. It can also help teachers adapt activities, prepare materials, and address different learning needs. For independent learning, AI can support students in planning their work, monitoring their progress, and evaluating their performance. However, the review also identified technical and teaching-related difficulties, highlighting the continued importance of teacher guidance. Uygun and Demir (2026) reviewed 55 empirical studies published between 2023 and 2025. They followed PRISMA procedures, a structured approach to identifying, selecting, and reporting research. Most studies involved university students, generally aged 18–25, and were conducted in Asia. Artificial intelligence and similar conversational tools were the most frequently studied technologies. Writing and speaking received considerably more attention than listening and reading. The studies reviewed by Uygun and Demir

reported several benefits, including personalized support, immediate feedback, opportunities for interaction, improved writing accuracy, greater speaking confidence, and vocabulary development. Nevertheless, the authors advised caution when interpreting these findings. Many studies involved short activities, small groups, or students' own reports of their experiences. Research methods also differed considerably. Therefore, positive experiences or improved short-term performance do not necessarily demonstrate lasting language learning.

Uygun and Demir (2026) also distinguished three areas of knowledge that teachers need: AI-Technological Knowledge, AI-Pedagogical Knowledge, and Ethical Knowledge. Technological knowledge means understanding how to use AI tools. Pedagogical knowledge involves choosing how to use them to achieve specific learning objectives. Ethical knowledge concerns issues such as privacy, bias, transparency, accountability, and fairness. For example, asking Artificial intelligence to create a worksheet demonstrates technological knowledge. Deciding whether the worksheet matches students' language levels and lesson objectives requires pedagogical knowledge. Teachers must also consider how students will use it and how their learning will be assessed. Ethical knowledge helps teachers decide what information should remain private, how AI assistance should be acknowledged, and how students with limited access to technology can participate fairly. Deng and Jamaludin (2026) reviewed 51 studies published between 2020 and 2024. Like Uygun and Demir, they found that most research focused on higher education, particularly in East Asia and the Middle East. Writing received much more attention than other language skills. Their review showed that generative AI can serve as a tutor, materials creator, conversation partner, feedback provider, or assessment tool. However, its effectiveness varies according to the learning context and the way it is used. One notable finding was that students often preferred teacher feedback even when they considered AI feedback useful. This suggests that quick responses and constant availability cannot fully replace teachers' understanding of learners, their needs, and the classroom context. Deng and Jamaludin also observed that much of the research on general EFL instruction focused on teachers' perspectives. They called for studies that include a wider range of participants and examine AI use throughout lesson planning, teaching, feedback, and assessment. Wolpert et al. (2026) brought together findings from 15 studies in a special issue on generative AI in language education. Their synthesis highlighted opportunities to provide learning support, increase engagement, encourage positive emotions, develop teachers' skills, and explore new approaches to assessment. It also identified risks, including inaccurate or unsuitable content, excessive dependence on AI, reduced learner independence, unequal access, and differences in teacher preparedness. Wolpert et al. emphasized that ethical responsibility extends beyond individual student behaviour. It includes how teachers guide AI use, how institutions design assessments, how personal data are protected, and whether all learners have fair access. Responsible integration therefore requires action from teachers, students, and educational institutions. Together, these five publications show a shift from focusing on what AI tools can produce to examining how they can support meaningful learning. Earlier discussions explored Artificial intelligence's capabilities and the skills needed to use it. Later reviews provide a broader evidence base while drawing closer attention to limitations and risks. Across the publications, AI appears most useful when it supports practice, feedback, revision, and learner decision-making. Problems arise when students use it to avoid thinking, accept its answers without checking them, or complete assessments that were not designed with AI use in mind. The literature therefore supports cooperation between people and AI, with teachers continuing to guide learning. The research also reveals important gaps. University education, writing, and Artificial intelligence-like tools dominate the available evidence. More research is needed on younger learners, vocational education, settings with limited resources, and long-term language development. Listening, reading, pronunciation, intercultural understanding, and the appropriate use of language in social situations also require further investigation. Findings must be interpreted within their local contexts because infrastructure, curricula, institutional policies, teacher

workloads, and students' digital skills can affect outcomes. Consequently, approaches that work in one setting may need adaptation before they can be effective elsewhere (Uygun & Demir, 2026). Khatamova's publications provide additional pedagogical context for understanding these findings. Exploring the role of technology in modern language teaching methodologies (Khatamova, 2025a) examines technology within language teaching more broadly. Teacher's role in the language classroom (Khatamova, 2025b) discusses teachers as facilitators, motivators, assessors, and cultural mediators. Teaching language for all: Embracing inclusivity in the language classroom (Khatamova, 2025c) focuses on equal opportunities, differentiated teaching, and responsiveness to cultural differences. These perspectives help explain why AI integration should be guided by teachers' professional judgment and students' diverse needs. They offer a pedagogical foundation for the discussion rather than direct empirical evidence of AI's effectiveness.

4. Findings and Discussion

The review identified three main findings. First, AI can support language learning by providing practice, feedback, personalized assistance, and help with lesson preparation. Second, these benefits depend on how teachers and students use the technology. Giving learners access to AI is not enough; its use must be connected to clear learning objectives and carefully planned activities. Third, issues such as inaccurate responses, learner dependence, and unfair access directly affect the quality of learning. Teachers therefore need to consider both the benefits and the limitations when introducing AI into their classrooms. The following subsections explain these findings in greater detail.

4.1 Opportunity 1: Personalization and adaptive support

One of the main benefits of AI is its ability to adapt learning materials to different needs. In a typical classroom, students vary in their language proficiency, interests, confidence, and learning pace. Some need simpler explanations and additional practice, while others are ready for more challenging tasks. Meeting all these needs can be difficult for one teacher. AI can help teachers prepare different versions of the same material. For example, it can simplify a reading passage, explain unfamiliar vocabulary, provide additional examples, or create more demanding questions for stronger learners. It can also generate practice activities that focus on a student's recurring errors. Uygun and Demir (2026) identify personalized support as a common benefit in recent studies, while Crompton et al. (2024) connect AI with support for teaching and independent learning. However, personalized learning should still include opportunities for students to work together. If learners spend most of their time interacting individually with AI, they may miss valuable opportunities to exchange ideas, explain their meaning, and solve problems with classmates. Teachers should therefore combine individual AI support with shared classroom activities. For example, before a pair role-play, an A2 learner could use AI to practise basic vocabulary and useful expressions. A B1 learner could prepare more detailed responses and practise answering follow-up questions on the same topic. Both students would then participate in the classroom speaking activity. In this approach, AI helps learners prepare at an appropriate level while maintaining the social nature of language learning.

4.2 Opportunity 2: Feedback, writing, and revision

Writing is the most widely researched area of generative AI in the selected reviews (Deng & Jamaludin, 2026; Uygun & Demir, 2026). AI can respond to students' drafts, identify possible grammatical errors, suggest vocabulary, offer alternative sentence structures, and help organize ideas. It can also explain suggested changes, allowing learners to review their work more quickly. This immediate support can be useful in large classes, where teachers may not have enough time to provide detailed feedback on every draft. Students can receive initial guidance from AI and make improvements before submitting their work to the teacher. However, the learning value depends on when and how AI is used. If students ask AI to write an entire assignment before attempting it themselves, they may miss the opportunity to practise planning, organizing ideas, and expressing meaning. A more useful approach is

for students to write their first draft independently and then use AI to help them review it. For example, a student could write a paragraph and ask AI to identify three possible grammar problems without rewriting the text. The student could then request explanations, check the suggestions, and decide what to change. Finally, the student could explain the revisions and what they learned from them. This process keeps the learner responsible for the writing. Teacher feedback remains important. Deng and Jamaludin (2026) report that students often preferred feedback from teachers even when they found AI helpful. A combined approach can therefore be valuable: AI offers quick suggestions during practice, while teachers provide more detailed guidance on meaning, organization, audience, and the learner's individual progress.

4.3 Opportunity 3: Speaking practice and low-pressure interaction

AI can provide additional opportunities for speaking practice beyond the time available in class. Conversational tools, particularly those with voice features, can help learners rehearse interviews, shopping conversations, travel situations, academic discussions, and other everyday interactions. They can ask follow-up questions and adjust the difficulty of the conversation. Crompton et al. (2024) identify speaking practice as an important area of AI support. Uygun and Demir (2026) also report improvements in speaking confidence in some of the studies they reviewed. Repeated practice may be especially useful for students who feel nervous about speaking or need more time to prepare their responses. Teachers can use AI practice before and after classroom speaking activities. Before a role-play, students could rehearse their roles, collect useful expressions, and identify vocabulary they need. After the activity, they could explore different ways of expressing their ideas and prepare to repeat the conversation with a new partner. Nevertheless, AI conversations do not fully reproduce communication between people. Human speakers use gestures, interrupt, misunderstand, change topics, and express meanings shaped by their social and cultural backgrounds. Learners need experience responding to these features because they are part of effective communication. AI speaking activities should therefore help students become more prepared and confident when communicating with others. They are most useful when connected to regular interaction with teachers and classmates.

4.4 Opportunity 4: Teacher productivity and materials development

AI can help teachers prepare a wide range of classroom materials. These include warm-up questions, vocabulary lists, reading passages, role-play cards, quizzes, assessment criteria, model answers, and additional practice activities. It can also adapt one text for different language levels or produce several versions of an exercise. These functions can reduce the time spent preparing initial materials. Teachers may then have more time to observe students, organize meaningful interaction, provide individual support, and respond to learning difficulties. Kohnke et al. (2023) and the later reviews recognize this potential to support lesson preparation. However, teachers need to check AI-generated materials carefully. A reading passage may contain factual errors or vocabulary that is too difficult. An example may sound unnatural or include cultural assumptions that do not suit the learners. A multiple-choice question may have two reasonable answers, and a model dialogue may be grammatically correct but unsuitable for the situation.

For example, when asking AI to create an A2 worksheet, a teacher should check the vocabulary, sentence length, instructions, and answer key. The teacher should also confirm that the activity practises the intended language point and can be completed within the available time. AI can therefore provide a useful starting point for materials development. Teachers remain responsible for selecting, checking, adapting, and organizing the content so that it meets their students' needs and the objectives of the lesson.

4.5 Opportunity 5: Formative assessment and regular feedback

AI can support formative assessment, which involves checking students' understanding during learning and using the results to guide further practice. It can provide immediate feedback, create review questions, explain mistakes, and suggest additional exercises. Deng and Jamaludin (2026) identify

assessment as one of the roles of generative AI, while Wolpert et al. (2026) discuss both the opportunities and concerns associated with its use in language assessment. For example, students could complete a grammar exercise and use AI to explore why particular answers are incorrect. They could then request similar examples for further practice. A short teacher-designed quiz could help check whether they can apply what they have learned independently. It is important to distinguish this type of practice from summative assessment, such as final examinations or graded assignments. In formative activities, feedback helps learners identify and correct problems. In summative assessment, teachers need reliable evidence of what students know and can do. AI use can make this evidence harder to interpret if the task is intended to measure independent performance. For instance, an assignment designed to assess a student's writing ability may no longer serve that purpose if AI produces most of the text. Teachers therefore need clear rules about permitted assistance and assessment methods that make students' own contribution visible. One approach is to assess several stages of the work. Students could submit an initial draft, a record of AI feedback, a revised version, and a brief explanation of their changes. Teachers could also include an oral explanation or a short classroom writing task. These methods can help assess language development alongside students' ability to evaluate and use AI responsibly.

4.6 Opportunity 6: Learner autonomy and self-regulation

AI can support learning outside the classroom by making explanations and practice available when students need them. Learners can request additional examples, prepare study questions, rehearse conversations, or develop study plans. Crompton et al. (2024) identify self-regulation as an important area of AI support, while later reviews discuss its contribution to personalized learning and engagement. This access may help students take greater responsibility for their learning. For example, a learner who struggles with a grammar point can seek another explanation and practise it before the next lesson. A student preparing for a speaking task can rehearse independently and identify areas that need further attention. However, independent learning involves more than having immediate access to answers. Learners also need to set goals, choose suitable strategies, monitor their understanding, evaluate information, and reflect on their progress. If students ask AI to solve every difficulty immediately, they may become less willing to think through problems themselves. Teachers can encourage a more thoughtful approach by asking students to attempt a task before seeking AI assistance. Students should identify exactly what they find difficult and ask a focused question. They can then compare the response with course materials, apply the explanation, and record what they have learned. For example, instead of asking AI to complete an entire exercise, a student could ask why a particular tense is appropriate in one sentence. After reading the explanation, the student could try the remaining items independently. This approach allows AI to support learning while helping students develop the judgment and confidence needed to manage their own progress.

5. Conclusion

Artificial intelligence is becoming an established part of English language teaching and learning. The five publications reviewed in this article show that AI can help teachers adapt materials, provide feedback, create speaking activities, prepare lessons, check understanding, and support independent study. However, these benefits depend on how the technology is used. AI contributes most effectively when students remain actively involved in learning and teachers connect its use to clear educational goals.

The main conclusion of this review is that successful AI integration requires teacher guidance, active student participation, and responsible use. Teachers continue to play an essential role in setting objectives, selecting appropriate activities, evaluating materials, encouraging learners, and assessing progress. Students also need to learn how to give AI clear instructions, check the accuracy of its responses, evaluate its suggestions, and acknowledge its contribution to their work. They should be able

to recognize when AI helps them develop their skills and when it completes the learning task for them. These abilities should become part of language education.

The practical strategies discussed in this article show how AI can be used more effectively. Asking students to write an initial draft independently helps them develop their own ideas and practise expressing them. Planning when AI may be used before, during, and after an activity gives its use a clear purpose. Checking responses against reliable sources helps learners identify errors. Assessing drafts, revisions, and students' explanations makes their individual contribution more visible. Adapting prompts to different language levels can provide suitable support, while clear institutional guidance can help protect personal information and promote fair access. Together, these approaches make AI a useful resource for practice, feedback, reflection, and improvement.

The findings of existing research should nevertheless be interpreted carefully. Many studies focus on university students, writing and speaking, Asian educational settings, and conversational AI tools. Much of the evidence comes from short activities or learners' reports of their experiences. Although these findings are valuable, they do not fully explain whether improvements continue over time or lead to lasting language development. Longer studies with stronger research designs are needed to examine the effects of AI on language proficiency, critical thinking, communication in social situations, and independent learning. Greater attention should also be given to listening, reading, pronunciation, younger learners, and educational settings with limited resources.

The future of AI in English language teaching depends on how well technology and human support work together. AI can offer additional practice, quick feedback, and flexible learning materials. Teachers contribute professional judgment, an understanding of students' needs, emotional support, and opportunities for meaningful human interaction. Learners, peers, and institutions also share responsibility for making AI use effective and fair. The value of AI will therefore depend on the quality and purpose of its use. With clear goals, careful evaluation, and consistent teacher guidance, it can broaden learning opportunities while preserving the interaction, effort, and reflection that language development requires.

References

1. Crompton, H., Edmett, A., Ichaporia, N., & Burke, D. (2024). AI and English language teaching: Affordances and challenges. British Journal of Educational Technology, 55(6), 2503–2529. https://doi.org/10.1111/bjet.13460
2. Deng, L., & Jamaludin, K. A. (2026). Roles of generative artificial intelligence (GenAI) in English as a foreign language (EFL) instruction: A systematic literature review. SAGE Open, 16(1), 1–17. https://doi.org/10.1177/21582440261418315
3. Khatamova, G. (2025a). Exploring the role of technology in modern language teaching methodologies. Ta'limda Istiqbolli Izlanishlar, 4(2), 340–343.
4. Khatamova, G. (2025b). Teacher's role in the language classroom. Ilm-Fan Yangiliklari Konferensiyasi, 8(2), 249–252. https://worldlyjournals.com/index.php/ztvdq/article/view/11772
5. Khatamova, G. (2025c). Teaching language for all: Embracing inclusivity in the language classroom. International Multidisciplinary Journal for Research & Development, 12(5), 593–595. https://www.ijmrd.in/index.php/imjrd/article/view/3180
6. Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). Artificial intelligence for language teaching and learning. RELC Journal, 54(2), 537–550. https://doi.org/10.1177/00336882231162868
7. Uygun, E., & Demir, B. (2026). A PRISMA-based systematic review of artificial intelligence in English as a foreign and second language education (2023–2025). Discover Education, 5, Article 478. https://doi.org/10.1007/s44217-026-01504-y

8. Wolpert, M., Sun, P. P., & Teng, L. S. (2026). Generative artificial intelligence for language learning and teaching: Opportunities, challenges, and ethical considerations. System, Article 104128. Advance online publication. https://doi.org/10.1016/j.system.2026.104128