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USING ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE EDUCATION

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Abstract

The article examines the growing use of artificial intelligence in English language education and the need to ensure that its application is educationally effective and responsible. It aims to outline how AI-supported tools can contribute to language learning and identify conditions for evaluating their value. The study synthesizes research and policy guidance on conversational agents, adaptive learning systems, and automated feedback, emphasizing instructional design, skill-specific assessment, and ethical safeguards. The analysis indicates that these tools can extend opportunities for interaction, practice, and feedback, but do not guarantee learning gains; outcomes depend on implementation quality, feedback accuracy, and transfer to relevant language tasks. The article concludes that AI should supplement, not replace, teacher guidance. It recommends aligned and reliable assessment, transparent research designs, privacy protection, equitable access, and monitoring of bias and overreliance.

Keywords: artificial intelligence, English language education, AI-supported language learning, conversational agents, adaptive learning, automated feedback, teacher oversight.

Introduction

Artificial intelligence (AI) is becoming an increasingly relevant consideration in English language education because it can provide learners with additional opportunities for interaction, practice, and feedback. Conversational agents, adaptive learning systems, and automated feedback tools may support the development of different language skills and help teachers respond to varied learning needs. At the same time, using these tools in education raises questions about instructional quality, equitable access, privacy, and the appropriate balance between automated assistance and human guidance. These considerations make it important to examine not only the potential benefits of AI but also the conditions required for its responsible and educationally meaningful use.

The international regulatory and policy context offers guidance for this discussion. UNESCO's Beijing Consensus on Artificial Intelligence and Education addresses the integration of AI into education, while its guidance on generative AI emphasizes the need for responsible use in educational and research settings . Despite growing interest in AI-supported language learning, the educational contribution of specific tools is not always established through clearly defined learning outcomes and suitable assessment. Further consideration is therefore needed of how AI-supported activities relate to skill-specific gains, how feedback quality and implementation affect results, and how ethical safeguards and teacher involvement can be maintained. The aim of this article is to examine the opportunities, limitations, and conditions for

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using AI in English language education. The study uses analysis of relevant literature, comparison of instructional applications and evaluation considerations, and generalization of findings concerning learning outcomes, implementation, and responsible practice.

Literature review

AI-assisted language learning uses artificial intelligence to support language instruction, practice, or assessment. Unlike conventional computer-assisted language learning, which encompasses many digital tools, AI can interpret learner input, adapt responses, or generate language rather than simply present preprogrammed material. Intelligent computer-assisted language learning first relied on rules and structured exercises; machine learning enabled language-data processing and personalized feedback, and generative AI added flexible dialogue and text production. This development builds on CALL scholarship and Michael Long's interactionist perspective, in which negotiating meaning and responding to input support second-language development.

AI tools can be classified by pedagogical function. Conversational agents simulate dialogue; speech-recognition tools process spoken input for pronunciation or oral practice; adaptive systems sequence exercises according to learner performance; and writing-support tools analyze texts and suggest revisions. Functions may overlap, but tools differ in instructional logic and capabilities.

Automated writing evaluation uses computer systems to analyze writing and provide scores or feedback. ETS's e-rater assesses writing features, while Grammarly offers suggestions on grammar, usage, and style. Large language models enable dialogue, text generation, and language explanation, including in language-teaching applications such. They are not interchangeable with specialist tutoring or assessment systems, which have different purposes and feedback structures; guidance on generative AI therefore emphasizes considered educational use.

Studies have examined conversational agents for speaking practice, including early work on bots as language-learning tools. Beyond speaking, AI applications support vocabulary learning through responsive practice, grammar learning through targeted exercises and feedback, and writing revision by identifying language features. Vygotsky's sociocultural theory frames these activities as mediated learning, while feedback may prompt learners to notice linguistic forms, as proposed in Richard Schmidt's noticing hypothesis.

Overall, research presents AI as extending practice and instructional support across language skills, rather than replacing teachers.[1] Conversational tools can provide meaningful input and opportunities to respond, while automated feedback can draw attention to language needing further work. These possibilities align with broader discussion of AI's educational implications and educators' continuing role. Their contribution depends on thoughtful integration into language instruction.

Methodology

Randomized controlled and quasi-experimental designs can test whether AI-supported English instruction outperforms usual instruction. In randomized designs, learners or classes are assigned to intervention and comparison conditions; quasi-experimental studies compare nonrandomized groups, requiring attention to baseline differences. Pre- and post-tests estimate change; delayed tests are suitable when retention is examined.[2] For replication, specify the AI intervention, duration, learner proficiency,

[1] Guidance for Generative AI in Education and Research / UNESCO. – 2023.

[2] Najmiddinova, M.N., & Najmiddinova, G.N. (2023). Pedagogical mechanisms for improving student knowledge with the help of Artificial Intelligence. International journal of scientific researchers". www. wordlyknowledge. uz, 2(1).

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and comparison instruction and resources. Align the research question, evidence, and analysis with established design guidance.

To measure learning gain, define it as improvement in language knowledge or performance over a specified period, using assessments aligned with instructional objectives, such as vocabulary, grammar, writing, speaking, or listening. Use validated proficiency measures where appropriate, and report task-specific scoring criteria and rater procedures, including training and agreement checks for human scoring. Mixed-methods evaluation combines quantitative and qualitative evidence: test results, learner interviews, classroom observations, and usage logs can reveal outcomes and learners' experiences. This approach is consistent with mixed-methods research design.

Evaluation quality also depends on reliable and valid measures, transparent handling of baseline differences and attrition, and assessment tasks that correspond to the learning activities. Reports should identify the AI tool version, prompts or settings, access conditions, and teacher involvement, since these may shape implementation. Ethical procedures should include informed consent, privacy safeguards, accessibility provisions, and disclosure of AI use, in keeping with UNESCO's guidance on generative AI in education and research.

Conclusions and recommendations

This study shows that artificial intelligence can broaden opportunities for English language learning through conversational interaction, adaptive activities, and automated feedback. These tools do not by themselves ensure improvement: their educational value depends on purposeful integration, appropriate feedback, and transfer to relevant language tasks. Teachers remain central to selecting tools, interpreting outcomes, and guiding learners' use. The study contributes an integrated approach linking instructional design, skill-specific assessment, and responsible implementation. It positions AI as extending practice under teacher oversight, with predefined outcomes assessed against intended skills and safeguards addressing privacy, bias, unequal access, and overreliance. This framework can help evaluate when AI contributes meaningfully to learning.

Future research should test this approach through experimental and quasi-experimental studies with transparent implementation and reliable, aligned assessments. Combining quantitative learning measures with qualitative evidence about learner and teacher experiences can clarify skill-specific outcomes and transfer. Studies should compare forms of AI support and examine how teacher guidance strengthens learner autonomy while preserving oversight. Researchers and practitioners should establish protocols for reviewing feedback, protecting data, and ensuring equitable access, while monitoring bias and excessive dependence. This evidence can inform responsible integration of AI into English language education.

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