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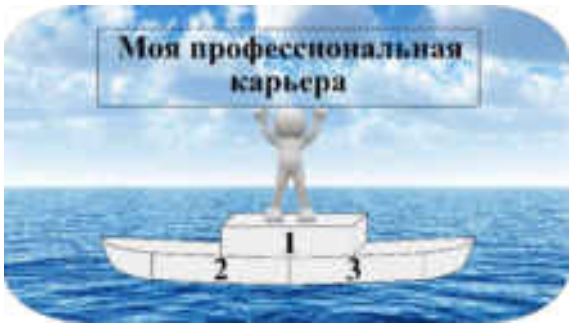

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Журнал объединяет авторов на территории стран СНГ и помогает обмениваться передовыми научно-образовательными исследованиями.

Содержит научные работы отечественных и зарубежных авторов по экономическим, техническим, философским, юридическим и другим наукам.

Миссия научно-образовательного электронного журнала «ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ» состоит в поддержке интереса читателей к оригинальным исследованиям и инновационным подходам в различных тематических направлениях, которые способствуют распространению лучшей отечественной и зарубежной практики в интернет пространстве.

Целевая аудитория журнала охватывает работников сферы науки и образования (педагоги, учителя, ученые, преподаватели, научные сотрудники, бакалавры, магистранты, аспиранты.

Материалы публикуются в авторской редакции. За соблюдение законов об интеллектуальной собственности и за содержание работ ответственность несут авторы работ. Мнение редакции может не совпадать с мнением авторов научных работ. При использовании и заимствовании материалов ссылка на издание обязательна.

СОДЕРЖАНИЕ

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Название публикации: «ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH: PEDAGOGICAL OPPORTUNITIES AND CHALLENGES»

Abstract.

The rapid development of artificial intelligence (AI) has created new possibilities for the modernization of English language teaching. AI-based technologies can support personalized learning, language practice, automated feedback, vocabulary acquisition, writing development, speaking practice, assessment, and independent learning. This article examines the pedagogical potential of artificial intelligence in teaching English and analyzes the main opportunities and challenges associated with its implementation in the educational process. Particular attention is given to the use of generative AI and conversational systems for developing students' communicative competence, critical thinking, learner autonomy, and digital literacy. The study is based on an analysis of recent scientific literature and international educational recommendations concerning artificial intelligence and language education. The analysis indicates that AI can improve the accessibility and personalization of English language learning, while its effectiveness depends on purposeful pedagogical design and active teacher involvement. The article emphasizes that artificial intelligence should not replace the teacher or the learner's independent intellectual activity. Instead, it should be regarded as an additional educational instrument that supports interaction, feedback, creativity, and differentiated instruction. The study proposes a teacher-guided model of AI integration based on five stages: defining learning objectives, selecting an appropriate AI tool, learner interaction, critical evaluation of AI-generated content, and reflection.

Keywords: artificial intelligence, English language teaching, AI-assisted learning, generative AI, English as a foreign language, personalized learning, digital literacy, language education, learner autonomy.

Introduction. The development of information and communication technologies has significantly changed the organization of modern education. In recent years, artificial intelligence has become one of the most important technological developments influencing teaching and learning. The emergence of generative AI systems capable of producing texts, conducting conversations, analyzing language, creating exercises, and providing feedback has opened new possibilities for language education.

English language teaching is particularly suitable for the application of artificial intelligence because effective language acquisition requires continuous practice, interaction, feedback, repetition, and exposure to authentic language. In a traditional classroom, however, the amount of individual practice available to each student can be limited by class size, lesson duration, curriculum requirements, and the different proficiency levels of learners. AI technologies can provide additional opportunities for individual practice both inside and outside the classroom.

Recent research confirms the growing importance of AI in English language education. A systematic review published in 2024 identified applications of AI in speaking, writing, reading, pedagogy, and self-regulated learning. Another systematic review focusing specifically on English learning found that AI-based tools can support personalized learning, pronunciation development, and language practice. A 2024 meta-analysis examining 40 empirical studies involving 3,290 participants also investigated the overall effectiveness of AI for English language learning achievement.

At the same time, artificial intelligence introduces new pedagogical and ethical questions. Students may become dependent on generated answers, use AI to complete assignments without learning, or accept inaccurate information without verification. UNESCO therefore emphasizes a human-centred approach to generative AI in education, including attention to data privacy, ethical use, teacher preparation, and pedagogical validation.

Therefore, the central issue is not whether artificial intelligence should be introduced into English language teaching, but how it can be used in a purposeful, responsible, and pedagogically justified way.

The purpose of this article is to examine the pedagogical opportunities of artificial intelligence in English language teaching and identify the main conditions necessary for its effective and responsible implementation.

The objectives of the study are:

1. to analyze the role of AI in contemporary English language education;
2. to identify the main areas in which AI can support English language learning;
3. to examine the benefits of AI-assisted language learning;
4. to identify pedagogical, ethical, and methodological challenges;
5. to propose recommendations for effective teacher-guided integration of AI.

The study uses a theoretical and analytical methodology based on the analysis and synthesis of recent scientific publications, systematic reviews, and international educational recommendations concerning artificial intelligence and language education. Particular attention was given to research published in 2024 and to international guidance on the responsible use of generative AI in education.

Artificial intelligence in education refers to technologies capable of performing tasks associated with human cognitive processes, including language processing, pattern recognition, prediction, generation of information, and adaptive decision-making.

In English language teaching, AI can be implemented through several types of applications: conversational chatbots, intelligent tutoring systems, speech-recognition technologies, automated writing-support systems, adaptive learning platforms, and generative language models.

The development of generative AI has significantly expanded these possibilities. Unlike traditional computer-assisted language learning programs, which usually contain predetermined exercises, generative AI can create new educational content according to the learner’s request.

For example, a student studying English for economics can ask an AI system to create a dialogue between a bank manager and a client, explain financial terminology, generate a reading text about inflation, or provide practice exercises on the language of financial reporting. Such flexibility is especially valuable in English for Specific

Purposes (ESP), where students need language connected with their academic and future professional fields.

The role of AI should nevertheless remain supportive. Technology should serve educational objectives rather than determine them. The teacher must first establish what students need to learn and then select an AI-supported activity that contributes to that objective.

Vocabulary is one of the fundamental components of communicative competence. AI can make vocabulary learning more contextualized and interactive by generating definitions, examples, dialogues, quizzes, word associations, synonyms, antonyms, and situational tasks.

For example, students studying business English can practice terms such as revenue, expenditure, investment, profit, loss, assets, and liabilities through professional situations rather than memorizing isolated definitions.

An important advantage of AI is the possibility of adapting vocabulary tasks to different proficiency levels. The same topic can be presented through simple sentences for A2 learners or through academic and professional texts for B2–C1 learners.

AI can provide immediate explanations and examples of grammatical structures. A student who does not understand a particular grammar rule can request a simpler explanation, additional examples, or exercises.

AI can also identify grammatical problems in a learner's text. However, correction should not be the final stage of the learning process. Students should be encouraged to analyze the error, understand the grammatical principle, and independently revise their sentence.

Thus, AI-supported grammar learning becomes more effective when it follows the principle:

Identify the error → explain the reason → revise → practice → reflect.

This approach prevents students from simply copying AI corrections.

Writing is one of the areas most affected by generative AI. Students can use AI to brainstorm ideas, organize information, develop outlines, identify grammatical errors, and improve coherence.

However, direct generation of complete essays creates a serious challenge for academic integrity. If AI produces the entire assignment, the student may receive a result without developing the required writing competence.

A more appropriate pedagogical approach is to use AI as a writing assistant. The student should first formulate ideas and produce an initial draft. AI can then be used to identify linguistic weaknesses or suggest questions for revision. The student remains responsible for the final text.

This approach transforms AI from an answer-producing mechanism into a tool for developing metacognitive awareness and editing skills.

Speaking practice is often restricted by limited classroom time. AI-powered conversational systems can provide additional opportunities for students to communicate in English.

Students can simulate job interviews, business negotiations, airport conversations, hotel reservations, academic discussions, customer-service situations, and professional meetings.

Such activities can be particularly valuable for students studying professional English. They allow learners to practice communication repeatedly and receive immediate responses.

Research on AI-powered chatbots has specifically examined their application to English speaking practice and identified their potential for expanding opportunities for interaction.

Nevertheless, AI cannot completely replace communication with teachers and classmates. Human communication involves emotions, cultural knowledge, non-verbal communication, spontaneous reactions, and interpersonal relationships that cannot be fully reproduced by a technological system.

AI can support reading comprehension by generating questions, vocabulary explanations, summaries, and tasks at different proficiency levels. Teachers can also adapt authentic materials to students' linguistic needs while maintaining the central meaning of the original text.

Listening activities can be developed around dialogues and professional situations. AI can help create questions before, during, and after listening, enabling teachers to design differentiated comprehension activities.

The use of AI therefore creates possibilities for integrating several language skills within one learning activity.

One of the most important educational advantages of AI is personalization. Students in the same class often have different levels of English proficiency, learning speed, vocabulary size, and areas of difficulty.

Traditional whole-class instruction may not always provide sufficient opportunities to address these differences. AI can generate additional practice according to individual needs.

For example, one learner may require additional grammar practice while another needs more speaking activities. A third student may need professional vocabulary related to finance or logistics. AI can provide differentiated tasks without requiring the teacher to prepare completely separate materials for every learner.

AI can also contribute to learner autonomy. Students can independently practice English beyond the classroom, receive feedback, and monitor their progress.

However, autonomy does not mean complete independence from the teacher. Learners need guidance on how to formulate effective prompts, evaluate AI responses, identify errors, and use technology ethically.

Recent research on self-regulated language learning emphasizes the possibility of using AI as a cognitive and metacognitive support tool that can encourage independent learning and critical thinking.

The main conclusion of the study is that artificial intelligence can become an effective instrument for teaching English when it is used as a pedagogical assistant rather than an autonomous teacher. Its greatest value lies not in replacing human intellectual activity but in expanding opportunities for personalized practice, communication, feedback, creativity, and learner autonomy.

Consequently, the future of English language teaching should be based on a collaborative model in which teacher, learner, and artificial intelligence work together.

Such an approach can contribute to the development of language competence while simultaneously preparing students for responsible participation in an increasingly digital academic and professional environment.

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