

OPPORTUNITIES AND CHALLENGES OF USING AI TOOLS IN ENGLISH LANGUAGE EDUCATION FOR NON-PHILOLOGICAL STUDENTS

Miylikhurrarov Sirojiddin,

Teacher of the Department "Languages" of Tashkent
Institute of Chemical Technology (TICTI)

Abstract

This article critically explores the integration of Artificial Intelligence (AI) tools in English language education, focusing especially on non-philological students. While AI brings transformative opportunities for personalized learning, greater accessibility, and student engagement, it also presents a range of challenges such as dependency, ethical concerns, and pedagogical limitations. The article draws on recent studies and practical examples to examine both the promises and limitations of AI in language education. Finally, the article provides recommendations and insights for educators seeking to harness the potential of AI tools effectively.

Keywords: Artificial Intelligence, English Language Education, Non-Philological Students, Digital Transformation, E-learning, Pedagogy.

Introduction

The advancement of artificial intelligence has transformed educational environments across the globe. In English language education, the use of AI tools, including chatbots, grammar checkers, adaptive learning platforms, automated essay scoring, and machine translation, has risen sharply. While early adoption was limited chiefly to language and philology students, the growing prevalence of AI-assisted learning platforms has expanded to non-philological students as well. These are students whose primary academic focus is not on languages or linguistics but who nevertheless require English language skills for academic or professional purposes. Their unique profile poses distinct opportunities and challenges in leveraging AI for language acquisition. AI tools in English language education create profound opportunities for non-philological students. One of the primary advantages lies in the capacity for personalized learning. AI-powered platforms can analyze students' proficiency levels, learning pace, and recurring errors to deliver tailored exercises and instant feedback. This adaptation helps non-philological students, many of whom may lack confidence or motivation in language learning, to practice at their own pace and according to their specific needs. For example, platforms like Duolingo and Grammarly use natural language processing algorithms to assess students' written and spoken English, making recommendations for improvement and guiding them through step-by-step learning paths [1]. Another notable opportunity is the accessibility AI tools provide. Traditional classroom settings may not always meet the diverse needs of students with varying backgrounds, learning preferences, or levels of prior knowledge. AI-driven applications are available around the clock and can be accessed from any location, providing non-philological students with flexible alternatives outside the classroom. Applications like Google Translate and Microsoft Translator



offer real-time translation and communication support, reducing barriers for students when reading academic papers, communicating with international peers, or understanding English-language lectures. Engagement is another key benefit. Many AI-powered platforms utilize gamification techniques, interactive exercises, and social features to make learning English more appealing. This is particularly effective for non-philological students who might otherwise perceive language study as daunting or irrelevant to their major. Immediate feedback and rewards systems can motivate continued learning and regular engagement, which are crucial elements for successful language acquisition. Despite these advantages, several challenges accompany the integration of AI tools into English language education for non-philological students. One significant concern is the risk of over-reliance on technology. Students may become dependent on AI-driven corrections and translations, impeding the development of independent language skills. Automatic suggestions for grammar or vocabulary can sometimes lead to passive learning, where users accept corrections without understanding underlying rules. This dependency may hinder non-philological students' ability to use English autonomously in academic or professional real-world situations. Another challenge is the gap between AI capabilities and human teaching expertise. While AI tools can efficiently correct grammar and detect certain errors, they are less adept at addressing complex linguistic nuances, cultural references, idiomatic expressions, or providing deep explanations. Non-philological students often require context-sensitive guidance, scaffolding, and cultural immersion that AI currently struggles to offer. In some cases, students may internalize incorrect or overly literal language habits if they rely solely on automated feedback [2].

Ethical and privacy concerns further complicate the adoption of AI in language education. Many AI tools require access to user data, including writing samples, voice recordings, and usage patterns, to remain effective. This data collection poses serious risks regarding student privacy and data protection, particularly when applications are developed by third-party companies and hosted on external servers. Additionally, biases embedded in AI algorithms can perpetuate inequities or reinforce linguistic norms that disadvantage certain groups of students. Pedagogical limitations should not be overlooked. Curriculum integration requires careful planning to align AI tools with existing learning objectives, assessment standards, and classroom practices. Non-philological students might use AI tools casually without guidance, leading to fragmented or superficial learning experiences. Teachers also require professional development to fully understand and leverage the pedagogical affordances of AI systems, ensuring that technology complements rather than substitutes for expert human instruction. Furthermore, there are digital literacy challenges. Not all non-philological students have the technical skills required to make full use of AI tools. Some may lack access to high-quality devices or reliable internet connections, which can create inequities in learning outcomes. Language anxiety, technophobia, or unfamiliarity with digital platforms may reduce the positive impact of AI on language learning [3].

To address these challenges, a balanced approach is necessary. Educators should consider integrating AI tools as supplementary resources rather than primary instructional methods. Teacher guidance and peer interaction remain invaluable for contextual learning and cultural understanding. Employing AI as an assistant rather than a replacement can facilitate individualized support, immediate corrections, and flexible learning pathways, while still



ensuring meaningful human interaction. Moreover, ethical guidelines and clear privacy policies should be established to protect students' personal data. A forward-looking strategy involves ongoing teacher training, robust curriculum design, and equitable access to digital resources. Colleges and universities should provide professional development for instructors to keep pace with technological advancements and foster critical awareness of both opportunities and risks. Student digital literacy and critical thinking should be nurtured to enable informed use of AI, helping learners distinguish between helpful assistance and potentially misleading suggestions [4].

Conclusion

In conclusion, AI tools offer immense transformative potential in English language education for non-philological students by enabling personalized learning, enhancing accessibility, and promoting engagement. However, these opportunities are paired with substantial challenges, including technology dependency, pedagogical limitations, privacy concerns, and the need for instructor and student digital literacy. Successful integration of AI in language education requires a holistic approach, blending technological innovation with expert human instruction, strong ethical safeguards, and inclusive access. By addressing these factors, educators can maximize the benefits of artificial intelligence for diverse learners, ensuring that English language acquisition remains accessible, engaging, and effective for all students.

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