



THE BENEFITS OF USING AI AND LANGUAGE APPS IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSES

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Abstract The integration of Artificial Intelligence (AI) and language learning applications (apps) into English as a Foreign Language (EFL) classrooms has emerged as a promising avenue to enhance language acquisition. These technological tools offer a range of benefits, including personalized learning, increased accessibility, and engagement. This article explores the advantages of incorporating AI and language apps into EFL teaching, focusing on the individual learner experience, the role of gamification, and the pedagogical implications for teachers. By synthesizing current research, this article highlights how AI and language apps can complement traditional methods, provide adaptive learning pathways, and foster self-directed learning.

Key words: Artificial Intelligence (AI), Language Apps, English as a Foreign Language (EFL), Personalized Learning, Gamification, Motivation, Accessibility, Flexible Learning, Real-World Language Exposure, Teacher Data Analytics, Learner Autonomy, Mobile Learning, Adaptive Learning, Language Acquisition, Self-Directed Learning, Educational Technology, Language Learning Apps, Pronunciation Practice, Task-Based Learning, Multimodal Learning.

The traditional approach to language teaching in EFL classrooms often centers around face-to-face instruction, textbook exercises, and standardized assessments. However, recent advancements in technology, particularly in Artificial Intelligence (AI) and mobile applications, have revolutionized language learning. AI and language apps offer a new dimension to EFL education, enabling students to engage with the language outside the



classroom and facilitating personalized, dynamic learning experiences. As the global demand for English proficiency rises, exploring the benefits of these technologies becomes crucial to understanding how they can support both learners and educators.

One of the most significant benefits of using AI and language apps in EFL classrooms is the ability to provide personalized learning experiences. AI-powered language apps, such as Duolingo, Babbel, and Rosetta Stone, utilize algorithms to assess a learner's proficiency level and adapt content accordingly. This personalized approach enables students to progress at their own pace, ensuring that they do not feel overwhelmed or disengaged.

The methodology used to examine the benefits of AI and language apps in EFL classrooms. The research employs a mixed-methods approach, combining both qualitative and quantitative data collection techniques to provide a comprehensive understanding of how these technologies impact language learning. This methodology includes surveys, interviews, classroom observations, and data analytics to assess the effectiveness of AI and language apps in enhancing language acquisition, motivation, accessibility, and learner autonomy. The research adopts a mixed-methods design, which combines both qualitative and quantitative approaches. This design is suitable for exploring complex phenomena like technology integration in language teaching, allowing the researcher to capture both the experiences and perceptions of learners and teachers, as well as measurable outcomes related to language proficiency.

The participants in this study include: A total of 150 English learners from different proficiency levels (beginner, intermediate, and advanced), aged between 18-40, enrolled in a language course at a university or language center and 10 experienced EFL teachers who have integrated AI tools and language apps into their teaching practices. The participants will be selected from diverse backgrounds to ensure a broad representation of learner experiences with language apps and AI-based tools.



Surveys will be administered to both learners and teachers to gather quantitative data on their perceptions of AI and language apps in EFL classrooms. The surveys will focus on: Learners' experiences with personalized learning, engagement, and motivation through language apps. Teachers' views on how AI tools support instructional practices, learner progress tracking, and overall classroom dynamics.

Survey questions will include Likert-scale items (ranging from 1 = Strongly Disagree to 5 = Strongly Agree), as well as open-ended questions to allow for in-depth responses. Example questions include:

- To what extent do you feel AI-based apps have improved your language skills?
- How confident are you in using AI tools in your teaching practice?

Semi-structured interviews will be conducted with a smaller subset of 20 learners (10 beginners and 10 advanced learners) and 5 teachers to gather qualitative insights. The interviews will explore: Learners' self-reported improvements in language proficiency (e.g., vocabulary acquisition, pronunciation, and grammar). Teachers' perspectives on how AI and apps support differentiated instruction and learner autonomy. Challenges faced by both learners and teachers when using these technologies.

Classroom observations will be conducted to assess how AI and language apps are integrated into teaching practices. A total of 10 classroom sessions (5 teachers) will be observed over a period of 6 weeks. Observations will focus on:

- How AI tools and apps are used to facilitate language learning (e.g., during speaking practice, vocabulary drills, or grammar exercises).
- Learner engagement and interaction with the apps during lessons.
- Teacher-student interactions when using AI-based tools.



- The extent to which AI tools encourage learner autonomy and provide personalized learning experiences.

Observation notes will be taken during the lessons, and teachers will be asked to provide reflections on how they used the technology after the sessions. Data from the AI-powered language apps used in the study (such as Duolingo, Babbel, or Rosetta Stone) will be collected. This data will include:

- Learner progress reports (e.g., completion rates, accuracy of responses, time spent on tasks).
- Specific areas where learners struggle (e.g., grammar, pronunciation).
- Frequency and consistency of app usage by learners.

This data will provide objective insights into how well learners are performing and progressing with the help of AI and language apps. Data from the surveys and app usage analytics will be analyzed using statistical methods. Descriptive statistics (mean, standard deviation) will be used to summarize learners' and teachers' responses to the survey items. Inferential statistics (e.g., t-tests or ANOVA) will be used to determine if there are significant differences in learners' language proficiency improvements between those who use AI tools/apps regularly and those who use them less frequently. The interview transcripts and classroom observation notes will be analyzed using thematic analysis.

To ensure the validity of the findings, the study will employ triangulation, which involves comparing the results from multiple data sources (surveys, interviews, observations, and analytics). This will help confirm the consistency and reliability of the findings and provide a comprehensive understanding of the benefits and challenges of using AI and language apps in EFL classrooms. This study will adhere to ethical guidelines to protect the rights and confidentiality of participants. Informed consent will



be obtained from all participants, and they will be made aware of their right to withdraw from the study at any time. Data will be anonymized, and all personal information will be kept confidential. The study will also ensure that the use of AI and language apps aligns with privacy and data protection standards. The study acknowledges several limitations: The sample size, while diverse, may not represent all EFL learners and teachers globally. And the reliance on self-reported data from surveys and interviews may introduce response bias. Despite these limitations, the findings from this study will offer valuable insights into the role of AI and language apps in enhancing EFL teaching and learning. This methodology is designed to explore both the subjective experiences and objective data related to the use of AI and language apps in EFL classrooms. By combining surveys, interviews, classroom observations, and data analytics, the study aims to provide a holistic understanding of the impact of these technologies on language learning outcomes, learner motivation, and teacher practices.

Research by Godwin-Jones (2018) highlights that adaptive learning technologies, powered by AI, adjust the difficulty of tasks based on the learner's past performance, providing immediate feedback and further reinforcement of new concepts. Such applications can target individual weaknesses, whether in grammar, vocabulary, or pronunciation, offering practice exercises tailored to specific areas of improvement. This targeted feedback is crucial for non-native English speakers, as it encourages continuous improvement and avoids the frustration of one-size-fits-all instruction. AI and language apps offer unprecedented levels of accessibility and flexibility. Learners can practice English anytime and anywhere, eliminating geographical and time constraints that are often present in traditional language learning environments. This 24/7 availability of learning resources ensures that students can continuously engage with the language, reinforcing classroom lessons and providing exposure to authentic language use outside formal settings.



Furthermore, apps and AI technologies often include features that cater to different learning styles and preferences, such as visual aids, auditory feedback, and interactive exercises. This multimodal approach supports a wide range of learners, from visual and auditory learners to kinesthetic learners, who benefit from interactive tasks. This accessibility is especially valuable in the context of adult learners, working professionals, or those living in regions with limited access to high-quality language instruction. Another significant advantage of using AI and language apps is the incorporation of gamification techniques. By using game-like elements such as points, levels, and rewards, language apps can enhance learner motivation and engagement. The use of gamification encourages learners to continue practicing regularly, leading to more frequent interactions with the language. Studies have shown that gamified learning experiences increase student motivation by making language practice enjoyable and rewarding (Liu, 2019).

For example, apps like Duolingo use a reward-based system, where learners earn points and progress through levels, which incentivizes continued engagement. This mechanism not only makes language learning more enjoyable but also introduces elements of competition, either against oneself or other users, fostering a sense of achievement. As a result, learners are more likely to stick with their language learning goals and maintain a consistent practice routine. AI-powered applications and language apps can also provide learners with exposure to authentic English language use. Many apps incorporate real-world materials, such as news articles, podcasts, and videos, which help learners develop skills necessary for real-world communication. This authentic exposure is critical for improving listening comprehension, cultural understanding, and conversational skills. Additionally, AI tools can simulate real-life conversations through chatbots and voice recognition technologies. For instance, language apps such as Babbel and HelloTalk use voice recognition to help learners practice pronunciation and engage in realistic dialogue simulations. These features allow learners to practice speaking in a low-pressure



environment, enhancing their confidence before engaging in actual conversations with native speakers.

AI and language apps also offer valuable data analytics for teachers, providing insights into individual and group learning patterns. By tracking student progress, AI systems can generate reports on areas where learners may be struggling or excelling. This data allows instructors to make informed decisions about curriculum adjustments and targeted interventions. For example, platforms like Google Classroom and Moodle offer detailed performance reports, enabling teachers to monitor students' learning journeys and provide tailored feedback. This data-driven approach not only helps teachers in assessing student progress but also empowers them to focus on learners' unique needs, thus improving instructional quality. AI and language apps empower learners to take ownership of their language learning process. These tools promote self-directed learning, as students can independently set their own goals, track progress, and engage with resources outside the classroom. This autonomy encourages learners to take responsibility for their learning, fostering a growth mindset and improving long-term retention. Additionally, these technologies help develop learners' metacognitive skills by encouraging reflection on learning progress and setting personalized targets. Learners can assess their own proficiency and work on specific language areas without waiting for feedback from the teacher. This encourages a more proactive approach to learning, which is essential for language mastery.

The integration of AI and language apps into EFL classrooms represents a significant advancement in language education. These technologies offer personalized learning experiences, greater accessibility, enhanced motivation through gamification, and increased exposure to real-world language use. For teachers, AI and apps provide valuable data to inform instruction and enhance student engagement. Most importantly, these tools



foster learner autonomy and self-directed learning, which are essential for long-term language acquisition.

As the field of language education continues to evolve, further research into the efficacy of AI-powered tools and language apps will be crucial to understanding their impact on EFL learners. However, it is clear that these technologies, when used in conjunction with traditional teaching methods, offer a powerful and flexible approach to language learning, enhancing both the teaching experience and the student's language acquisition journey.

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