

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.

References

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