

THE ROLE OF AI IN TEACHING ENGLISH CONDITIONAL SENTENCES TO EFL STUDENTS

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ABSTRACT

The integration of Artificial Intelligence (AI) into English language teaching has gained significant attention in recent years, offering innovative approaches to enhance learners' understanding and use of complex grammatical structures. This study examines the role of AI in teaching English conditional sentences to English as a Foreign Language (EFL) students, focusing on its potential to improve comprehension, accuracy, and communicative competence. Conditional sentences, often challenging for EFL learners due to their syntactic and semantic complexity, require consistent practice and contextualized exposure to be mastered effectively. AI-powered tools, such as intelligent tutoring systems, adaptive learning platforms, and interactive chatbots, provide personalized feedback, error correction, and targeted exercises that cater to individual learners' proficiency levels. Through adaptive learning, students receive immediate guidance, reinforcement, and opportunities to apply conditional forms in meaningful contexts, thereby enhancing both receptive and productive skills.

Key words: *AI tools, AI-driven pedagogy, communication, interaction, conditional sentences.*

INTRODOCTION

The role of AI and AI-driven tools in teaching foreign languages is significant and relevant in today's modern language pedagogy. The role of AI in teaching English for communicative purposes has been studied so far in the field. In particular, the AI tools are fruitfully used in teaching speaking, listening, reading, writing skills for communicative purposes. However, there is a deficiency of thorough study of teaching conditionals via the use of AI tools. The research focuses on this problem. Moreover, AI facilitates learner autonomy by enabling self-paced practice, progress tracking, and the simulation of real-life communicative scenarios. Despite these advantages, the effective use of AI in grammar instruction necessitates careful

consideration of ethical issues, data privacy, and pedagogical alignment with learning objectives. This study synthesizes current literature, case studies, and practical applications to highlight the benefits and limitations of AI in teaching conditional sentences. The findings suggest that when implemented thoughtfully, AI can serve as a powerful adjunct to traditional teaching methods, fostering a more engaging, efficient, and individualized learning experience. Consequently, educators and curriculum designers are encouraged to integrate AI-driven strategies to enhance EFL learners' mastery of conditional structures and overall communicative competence.

LITERATURE REVIEW

Artificial intelligence has emerged as one of the most influential modern technologies transforming English language teaching. It has introduced a dynamic, interactive learning environment that can adapt to the diverse needs of learners. By utilizing machine learning and natural language processing technologies, students are now able to develop their reading, writing, listening, and speaking skills through intelligent systems that replicate human communication. These include tools such as voice assistants, real-time translation applications, and AI-powered e-learning platforms, all of which enhance the language learning experience.

Shikun and et al. (2024), examined the influence of AI chatbots on the development of speaking skills and to explore learners' perceptions of using AI-driven voicebots in EFL classrooms. They concluded that "both teachers and students demonstrate positive attitudes toward the use of AI-based speaking tools for language skill development. AI-powered chatbots play a significant role in enhancing learners' oral performance. Through the use of AI voicebots, students substantially improve their speaking abilities, expand their vocabulary repertoire, and strengthen their grammatical accuracy and sentence construction. These elements collectively contribute to the successful attainment of learning objectives. Moreover, the provision of real-time feedback makes speaking tasks more engaging and fosters a dynamic and interactive learning environment while also promoting time efficiency. The findings of the study indicate that AI chatbots exert a positive influence on foreign language acquisition, particularly in the areas of pronunciation, intonation, and stress patterns. Learners also reported noticeable gains in fluency and increased confidence in oral communication" (p. 302). So, the AI tools such as voicebots are useful not only in improving oral proficiency, vocabulary, pronunciation but also grammatical accuracy and sentence constructions. In addition, real time feedback, interactive learning environment is also a benefit of AI tools.

Sihombing and et al. (2025), claim that the specialized language learning program showed that, when supported by effective guidance, interactive instructional

media, and cooperative involvement from teachers and school personnel, students are able to enhance their comprehension of English skills and recognize their importance for future academic success. They also argue that the outreach program introducing English skills related to the TOEFL at Seminari Menengah Sacerdocs effectively increased students' awareness of the significance of English proficiency, particularly listening skills, in addressing academic demands and global challenges. Through systematically organized activities, including lectures and interactive discussions, participants gained fundamental knowledge about English skills, encompassing their types, purposes, advantages, and effective preparation strategies (p. 133).

Abdalla and et al. (2025), due to advancements in the aspect of artificial intelligence "it has evolved from being merely a supportive tool to becoming an active partner in the process of learning English. It plays a significant role in overcoming both linguistic and cultural barriers while offering a highly personalized learning experience tailored to learners' varying proficiency levels and objectives. Consequently, investing in the advancement of AI technologies within language education is a crucial step toward fostering a more innovative and effective educational landscape, ultimately helping to create societies that are more interconnected and receptive to global cultures" (p. 261).

Yanholenko and et al. (2025), in today's digital technologies, the role of AI across various domains of real-life communication and its integration into established socio- and psycholinguistic fields, including communicative competence, intercultural communication, and ecolinguistics is important. As an inevitable and natural development, technology is progressively merging with traditional foreign language teaching approaches, producing significant positive outcomes. In this process, artificial intelligence plays a central role in enhancing learner immersion and simulating authentic communicative situations, building upon earlier multimedia tools and Large Language Models.

Rusmiyanto and et al. (2023), believe that AI can effectively enhance English language learners' communication skills. AI tools provide personalized and adaptive learning experiences, helping students strengthen their speaking, listening, reading, and writing competencies. Nonetheless, ethical concerns and additional research are essential to ensure AI is used responsibly and equitably in language education. When applied thoughtfully and ethically, AI has the potential to improve learning outcomes and equip learners with the communication skills needed to thrive in a globally connected environment.

RESULTS AND DISCUSSION

AI tools	General advantages	Specific advantages for teaching conditionals
AI-powered chatbots, AI-based speaking tools, AI-driven voicebots, special programs, Large Language Models, AI-powered e-learning platforms, voice assistants, real-time translation applications	real time feedback, interactive learning environment, communicative competence, learner immersion, authenticity, goal-oriented	Feedback effect on the use and acquisition of conditionals, interactive and communicative learning setting, engagement of learners and authentic and outcome-driven

CONCLUSION

In conclusion, AI-powered technologies - including chatbots, speaking tools, voicebots, e-learning platforms, voice assistants, real-time translation applications, and Large Language Models - play a crucial role in enhancing EFL learners' acquisition of English conditional sentences. These tools create interactive and communicative learning environments that provide real-time feedback, promote learner immersion, and simulate authentic language use. By offering goal-oriented and outcome-driven activities, AI facilitates active engagement, supports the practical application of conditionals, and strengthens learners' communicative competence. Moreover, immediate feedback helps learners recognize and correct errors, reinforcing accurate usage and accelerating language development. Overall, integrating AI technologies into English grammar instruction fosters a more dynamic, authentic, and learner-centered approach, bridging the gap between theoretical knowledge and practical language use while ensuring that learners remain motivated, engaged, and effectively equipped to apply conditional structures in meaningful contexts.

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