IMPACT OF AI IN TEACHING ENGLISH VOCABULARY AS A FOREIGN LANGUAGE.

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Abstract. *As the vocabulary is the core of the language, it is the most significant topic to research all the time. With the appearance of Artificial Intelligence (AI), students are actively utilizing as a assistance in their homework and learning process. So, as a teachers as researchers we must analyse its effect and integrate into learning process to keep students' attention and motivation. The review of the studies done in this research topic and personal observation and opinions of students conclude that artificial intelligence, when used with proper teacher guidance and learner-centered design, meaningfully enhances English vocabulary acquisition, though its full benefit depends on balanced, well-supported implementation rather than reliance on the technology alone.*

Keywords: *AI, vocabulary, EFL.*

Most of the studies show the effectiveness of mobile games, augmented reality, multimedia, visuals, online platforms and application,[1,2] but as the AI was recently was introduces and not all teachers and students have been trained how to use it correctly in teaching context, especially in Uzbekistan. This review demonstrates the result of many international and foreign experiences in this field.

Across contexts as varied as Turkey [3], China [4], Oman [5], and Saudi Arabia [6], AI tools were associated with vocabulary gains, and this consistency across geographically and culturally distinct EFL settings strengthens the case that the effect is not an artifact of any single context. Quasi-experimental design is the most methodologically rigorous of the group: by comparing an AI-instructed group against a traditional-instruction control group using pre- and post-tests, the study isolates the AI variable more cleanly than the others and finds that the experimental group significantly outperformed the control group not only in vocabulary but across grammar, reading, and writing as well [3]. This suggests that AI's effect on vocabulary may not be an isolated phenomenon but part of a broader gain in integrated language competence - a claim that gains further support from Wang's empirical, quantitatively grounded assessment of AI vocabulary tools [7], and from Yilmaz's systematic review, which synthesizes 32 studies and reports a consistent pattern of increased lexical diversity and personalized feedback across the field as a whole [6].

Most studies measure learner outcomes or learner perceptions, but Jomaa is distinctive in surveying teachers rather than students. This shifts the discussion from "does AI work" to "do the people responsible for implementing it believe it works and feel equipped to use it" - and the teachers in that study raised concerns (lack of training, ethical/privacy issues, resource shortages) that do not appear at all in the student-facing studies [5]. This is an important asymmetry: the literature's enthusiasm about AI's vocabulary-learning effect is measured almost entirely from the learner side, while the implementation-readiness concerns come almost entirely from the teacher side. A platform design - such as one incorporating a teacher dashboard - sits precisely at this junction and would need to address both halves of the picture.

To conclude the new emerging technology can be beneficial tool in English, but when it is used with special and suitable implementation and through special guidance.

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