

ARTIFICIAL INTELLIGENCE FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE TO UNIVERSITY STUDENTS

Arzieva Bibi-Sanem Aynazarovna,

Associate Professor of Nukus State Pedagogical Institute

arzievabibisanem@gmail.com

Rajapova Guldonal Usman qizi,

Master's student of Nukus State Pedagogical Institute

guldonarazhapova@gmail.com

DOI: <https://doi.org/10.5281/zenodo.18230801>

Abstract. The growing presence of artificial intelligence (AI) in higher education has begun to influence how English as a Foreign Language (EFL) is taught and learned at the university level. AI-driven tools such as automated writing feedback systems, speech recognition software, and conversational agents are increasingly used to supplement traditional instruction. This article examines the pedagogical role of artificial intelligence in university EFL classrooms, with particular attention to its impact on language development, learner autonomy, and instructional practices. Drawing on classroom-based implementation, learner performance data, and student and teacher perspectives, the study suggests that AI can enhance personalized learning and provide timely feedback, especially in writing and speaking. At the same time, the findings highlight the importance of teacher mediation and ethical awareness in AI integration. The article concludes by arguing that AI is most effective when used as a supportive pedagogical tool rather than a replacement for human instruction.

Keywords. Artificial intelligence, English as a Foreign Language, university education, language learning technology, learner autonomy, automated feedback.

Annotatsiya. Oliy ta'limda sun'iy intellektning (SI) tobora ko'payib borishi universitet darajasida chet tili sifatida ingliz tilini o'qitish va o'rganish usullariga ta'sir ko'rsata boshladi. Avtomatlashtirilgan yozma fikr-mulohaza tizimlari, nutqni aniqlash dasturiy ta'minoti va muloqot agentlari kabi SI texnologiyalariga asoslangan vositalar an'anaviy ta'limni to'ldirish uchun tobora ko'proq qo'llanilmoqda. Ushbu maqolada universitet chet tili sifatida ingliz tili darslarida sun'iy intellektning pedagogik roli o'rganiladi, ayniqsa uning til rivojlanishi, o'quvchilarning mustaqilligi va o'qitish amaliyotiga ta'siriga alohida e'tibor qaratiladi. Sinf sharoitida qo'llash, o'quvchilarning natijalariga oid ma'lumotlar hamda talaba va o'qituvchilarning fikrlariga asoslanib, tadqiqot shuni ko'rsatadiki, SI shaxsiylashtirilgan ta'limni yaxshilashi va ayniqsa yozma va og'zaki nutqda o'z vaqtida fikr-mulohaza berishi mumkin. Shu bilan birga, natijalar SI integratsiyasida o'qituvchi vositachiligining va axloqiy xabardorlikning muhimligini ta'kidlaydi. Maqola SI inson tomonidan o'qitishning o'rnini bosuvchi emas, balki qo'llab-quvvatlovchi pedagogik vosita sifatida qo'llanilganda eng samarali ekanligi xulosa bilan yakunlanadi.

Kalit so'zlar: Sun'iy intellekt, chet tili sifatida ingliz tili, oliy ta'lim, til o'rganish texnologiyasi, o'rganuvchi mustaqilligi, avtomatlashtirilgan fikr-mulohaza.

Аннотация. Растущее присутствие искусственного интеллекта (ИИ) в высшем образовании начало влиять на то, как преподается и изучается английский как иностранный язык (EFL) на университетском уровне. Инструменты на основе ИИ, такие как автоматизированные системы обратной связи для письма, программное обеспечение для распознавания речи и разговорные агенты, все чаще используются в дополнение к традиционному обучению. В данной статье рассматривается педагогическая роль искусственного интеллекта в университетских аудиториях EFL, с особым вниманием к его влиянию на развитие языковых навыков, автономность обучающихся и методы преподавания. Основываясь на внедрении в учебный процесс, данных об успеваемости учащихся и мнениях студентов и преподавателей, исследование показывает, что ИИ может улучшить персонализированное обучение и обеспечить

своевременную обратную связь, особенно в письменной и устной речи. В то же время результаты подчеркивают важность посредничества преподавателей и этической осведомленности при интеграции искусственного интеллекта. В заключение статьи утверждается, что искусственный интеллект наиболее эффективен, когда используется в качестве вспомогательного педагогического инструмента, а не как замена обучению человеком.

Ключевые слова. Искусственный интеллект, английский как иностранный язык, университетское образование, технологии изучения языка, автономность обучающегося, автоматизированная обратная связь.

Introduction. English as a Foreign Language instruction at the university level faces increasing demands to accommodate diverse learner needs, promote academic communication skills, and support independent learning. University students are expected not only to master linguistic forms but also to use English effectively in academic and professional contexts. However, traditional classroom-based instruction often struggles to provide individualized feedback and sustained practice opportunities, particularly in large or mixed-ability classes.

Artificial intelligence has recently attracted attention as a means of addressing these challenges. Broadly defined, AI refers to computational systems capable of performing tasks associated with human cognition, including language processing and pattern recognition. In educational settings, AI has been applied through adaptive learning platforms, automated assessment tools, intelligent tutoring systems, and conversational chatbots. Holmes, Bialik, and Fadel argue that AI offers new possibilities for personalization and learner support, particularly in environments where teacher time and resources are limited [3].

In the field of EFL, AI-based technologies appear especially relevant. Writing evaluation systems can analyze learner texts and provide immediate feedback, while speech recognition tools can support pronunciation and fluency practice. According to Chapelle and Sauro, such technologies can expand opportunities for meaningful language use when aligned with pedagogical goals [1]. For university students, who are generally familiar with digital technologies, AI-supported learning environments may also encourage greater learner autonomy and responsibility. Despite its potential, the use of AI in EFL education raises important questions. Concerns have been expressed regarding overreliance on automated feedback, the accuracy of AI-generated evaluations, and ethical issues such as data privacy and academic integrity [6]. This article explores these opportunities and challenges by examining how artificial intelligence can support EFL instruction for university students and how learners and teachers experience its integration in practice.

Methodology. The study adopted a mixed-methods approach in order to examine both learning outcomes and participant perceptions related to AI-supported EFL instruction. The research was conducted at a public university where English is taught as a compulsory subject across disciplines. Participants included 100 undergraduate students

enrolled in intermediate and upper-intermediate EFL courses, as well as five instructors who incorporated AI-based tools into their teaching.

Data were collected over a ten-week instructional period. Students completed writing and speaking tasks before and after the intervention to measure changes in language performance. Writing tasks involved short academic paragraphs and opinion-based essays, while speaking tasks consisted of recorded presentations and simulated dialogues. In addition to performance data, students completed questionnaires exploring their attitudes toward AI use, perceived learning benefits, and challenges encountered. Classroom observations and semi-structured teacher interviews were used to contextualize the quantitative findings. During the instructional period, AI tools were embedded into regular coursework rather than introduced as standalone activities. Students used automated writing feedback systems to revise drafts, speech recognition software to practice pronunciation, and AI-powered chatbots to engage in guided conversations. Teachers provided explicit instruction on how to interpret AI feedback and encouraged students to reflect critically on suggestions rather than accepting them uncritically. This approach reflects the human-centered model proposed by Luckin et al., which emphasizes collaboration between teachers, learners, and AI systems [5].

Quantitative data were analyzed through comparison of pre- and post-task performance, while qualitative data from questionnaires and interviews were analyzed thematically to identify recurring patterns related to engagement, autonomy, and instructional concerns.

Results and Analysis. The analysis of student performance data indicated overall improvement in both writing and speaking skills following AI-supported instruction. Writing samples collected at the end of the intervention showed clearer organization, greater grammatical accuracy, and more varied vocabulary use. Many students demonstrated increased awareness of academic style and cohesion, which they attributed to repeated cycles of drafting and revising supported by automated feedback. These findings are consistent with earlier studies suggesting that automated writing evaluation can encourage revision and learner reflection when integrated appropriately [7].

Improvements were also observed in speaking performance, particularly in pronunciation and fluency. Speech recognition tools enabled students to practice independently and receive immediate feedback, which reduced anxiety associated with classroom speaking activities. Similar outcomes have been reported by Li, who highlights the value of technology-mediated feedback in oral skill development [4].

Student questionnaire responses revealed generally positive attitudes toward AI-supported learning. Many participants reported feeling more confident and autonomous, noting that AI tools allowed them to practice English at their own pace and outside class time. This perception aligns with Godwin-Jones' observation that digital technologies can support self-directed learning when learners are given appropriate guidance [2].

Teacher perspectives, however, were more nuanced. While instructors acknowledged the efficiency and flexibility offered by AI tools, they also expressed concerns about overdependence on automated feedback and the limitations of AI in addressing higher-level discourse and pragmatic issues. Ethical considerations, particularly related to data security and academic honesty, were also raised. These concerns echo Selwyn's argument that critical awareness is essential when adopting AI in educational contexts [6].

Conclusion and Recommendations. The findings of this study suggest that artificial intelligence can contribute meaningfully to EFL instruction at the university level when used as a supportive pedagogical resource. AI-based tools enhance opportunities for personalized practice, provide timely feedback, and promote learner autonomy, particularly in writing and speaking development. For university students, these affordances can help bridge the gap between classroom instruction and independent language use. At the same time, the study underscores that AI should not be viewed as a replacement for teachers. Human instruction remains central in guiding learners, contextualizing feedback, and fostering critical engagement with language. The effectiveness of AI in EFL education depends largely on how thoughtfully it is integrated into instructional design.

Based on these findings, several recommendations are offered. First, universities should provide professional development opportunities to help EFL instructors develop AI literacy and pedagogical strategies for effective integration. Second, clear institutional policies should be established to address ethical issues such as data privacy and academic integrity. Third, AI tools should be embedded within communicative and task-based frameworks to ensure meaningful language use. Finally, future research should explore the long-term impact of AI-supported learning on language proficiency and learner identity across diverse higher education contexts.

References:

1. Chapelle, C. A., & Sauro, S., *The handbook of technology and second language teaching and learning*. Wiley, 2017.
2. Godwin-Jones, R. Using mobile technology to develop language skills and learner autonomy. *Language Learning & Technology*, 22(3), 2018, 1–17 p.
3. Holmes, W., Bialik, M., & Fadel, C., *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign, 2019.
4. Li, S., Technology-mediated feedback and second language learning. *The Modern Language Journal*, 102(2), 2018, 314–331 p.
5. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B., *Intelligence unleashed: An argument for AI in education*. Pearson, 2016.
6. Selwyn, N. *Should robots replace teachers? AI and the future of education*. Polity Press, 2019.
7. Warschauer, M., & Grimes, D., Automated writing assessment in the classroom. *Pedagogy*, 8(1), 2008, 22–36 p.
8. Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Artificial intelligence applications in higher education: A systematic review. *International Journal of Educational Technology in Higher Education*, 16(1), 1–27.