

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

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## **1. Introduction**

### ***Background of EFL Education***

English as a Foreign Language (EFL) education is vital for university students, enabling global academic and professional engagement, with over 1.5 billion learners worldwide [1]. University EFL programs focus on communicative competence in reading, writing, speaking, and listening, often using communicative language teaching (CLT) methods. Technology, from computer-assisted language learning (CALL) to mobile-assisted language learning (MALL), has reshaped EFL instruction [2]. However, large class sizes (often 1:30 student-teacher ratios) and standardized curricula limit personalization, hindering fluency development [3].

### ***Problems in University-Level EFL***

University EFL faces significant challenges. Heterogeneous learner profiles create instructional mismatches, with 40% of Chinese EFL students reporting curriculum misalignment [4]. Limited personalized feedback restricts progress, as instructors struggle to address individual needs in speaking and writing. Affective barriers, such as foreign language anxiety (affecting 30% of learners), reduce engagement [5]. Resource constraints, particularly in developing countries, limit access to native speakers or quality materials [6]. These issues necessitate scalable, adaptive solutions to improve EFL outcomes.

### ***Rise of AI in Education***

Artificial intelligence (AI) transforms education through data-driven, personalized tools. In EFL, AI leverages natural language processing (NLP), machine learning, and speech recognition to create interactive environments. Chatbots (e.g., ChatGPT) simulate conversations, intelligent tutoring systems (ITS) adapt exercises, and automated tools (e.g., Grammarly) provide instant feedback [7]. AI use in higher education grew 200% from 2016–2022, with language learning a priority [8]. A 2023 study found AI improved EFL vocabulary acquisition by 18% compared to traditional methods [9].

### ***Research Gaps***

Despite AI's potential, research gaps remain. Long-term impact studies are limited, with most focusing on short-term gains [10]. Ethical issues, such as data privacy and algorithmic bias, are underexplored [11]. Integration with human instruction lacks focus, as studies prioritize standalone AI tools. Tool-specific effectiveness (e.g., chatbots vs. ITS) requires deeper analysis. This study addresses these gaps by reviewing recent AI applications in university EFL.

### ***Objectives and Significance***

This article aims to:

1. Review AI tools (NLP, chatbots, ITS, automated assessment) in university EFL (2022+ studies).
2. Evaluate their effectiveness and challenges.
3. Recommend integration strategies for EFL programs.
4. Identify future research directions.

Its significance lies in providing evidence-based insights for educators and policymakers, promoting equitable AI adoption in EFL education.

## **2. Methods**

### ***Qualitative Literature Review Methodology***

This study employs a qualitative literature review to synthesize AI applications in university-level EFL education. Qualitative methods enable in-depth exploration of AI’s pedagogical roles [12]. The review prioritizes peer-reviewed studies from 2022+, ensuring recency and relevance.

*AI Tool Categories*

Reviewed tools include:

- NLP Tools: Language analysis and feedback (e.g., Grammarly).
- Chatbots: Conversational practice (e.g., ChatGPT).
- ITS: Adaptive learning (e.g., Duolingo).
- Automated Assessment: Writing/speaking evaluation (e.g., ProWritingAid).

*Data Collection and Analysis*

Data on tool functionality, EFL applications, benefits, and challenges were extracted. Thematic analysis identified themes like personalization, engagement, and ethics [13]. Iterative coding highlighted categories such as “learning outcomes,” “ethical concerns,” and “access barriers” [14]. Findings were synthesized to compare tool effectiveness.

*Ethical Considerations*

Ethical issues, including data privacy, algorithmic bias, and equitable access, were evaluated. Studies lacking transparent consent or addressing bias were critiqued. This ensured a balanced perspective on AI’s implications.

*3. Results*

*Overview of AI Tools in EFL*

The review identified four AI tool categories enhancing university EFL education. NLP tools improve writing accuracy (e.g., Grammarly reduced errors by 25% [15]). Chatbots support speaking, reducing anxiety by 20% [5]. ITS boost vocabulary retention by 20% [9]. Automated assessment tools achieve 85% accuracy in essay scoring.

*Benefits and Statistical Findings*

AI tools enhance engagement, personalization, and outcomes. Chatbots increased speaking proficiency by 15% [4]. ITS improved motivation by 18% [9]. Automated assessment streamlines grading but struggles with subjective tasks.

**Table 1: Comparative Effectiveness of AI Tools in EFL**

<i>AI Tool Category</i>	<i>EFL Application</i>	<i>Key Benefit</i>	<i>Effectiveness (Metric)</i>	<i>Source</i>
<i>NLP Tools</i>	Writing feedback	Improved grammar accuracy	25% error reduction	[15]
<i>Chatbots</i>	Speaking practice	Reduced speaking anxiety	20% anxiety reduction	[5]
<i>Intelligent Tutoring Systems</i>	Vocabulary and reading	Enhanced retention	20% vocabulary improvement	[9]
<i>Automated Assessment</i>	Essay/speech evaluation	Accurate, scalable grading	85% scoring accuracy	[15]

*Comparative Effectiveness*

Chatbots excel in speaking and engagement, ITS in vocabulary retention, and NLP tools in writing accuracy. Automated assessment ensures consistency but requires refinement for subjective tasks [14].

*4. Discussion*

*Interpretation of Findings*

AI tools significantly improve EFL learning by enabling personalization and engagement. Chatbots reduce speaking anxiety, fostering confidence [5]. ITS enhance retention through adaptive exercises [9]. However, challenges like data privacy and access inequities limit adoption. Automated assessment’s algorithmic limitations affect subjective task evaluation .

*Comparison with Existing Research*

Findings align with prior studies on AI's personalization benefits but highlight new ethical and access concerns [12]. Unlike earlier work focusing on standalone tools, this review emphasizes hybrid AI-human models.

#### *Implications for EFL Programs*

Universities should implement hybrid models, integrating AI tools with CLT methods. Chatbots can supplement speaking classes, while ITS support self-paced learning. Ethical training for educators is essential to address privacy and bias concerns.

#### *Challenges*

**Ethical:** Data privacy and bias erode trust [11]. **Technological:** Infrastructure gaps limit access in developing regions [6]. **Pedagogical:** Overreliance on AI may reduce teacher-student interaction. Solutions include transparent policies and infrastructure investment.

#### *Recommendations*

1. Combine AI tools with teacher-led instruction.
2. Provide ethical AI training for educators.
3. Develop open-source AI tools for equity.
4. Conduct longitudinal studies on AI's EFL impact.

#### *5. Conclusion*

#### *Summary of Key Points*

AI tools (NLP, chatbots, ITS, automated assessment) enhance university EFL education through personalization and engagement. Chatbots reduce speaking anxiety by 20%, ITS improve vocabulary by 20%, and automated tools achieve 85% grading accuracy [5], [9]. Challenges include ethical issues, access barriers, and integration needs.

#### *Contribution to Literature*

This study synthesizes recent AI applications, addressing gaps in long-term impact and ethical considerations. It provides a framework for classifying AI tools and their EFL applications.

#### *Practical Implications*

EFL programs should adopt hybrid AI-human models, prioritize ethical training, and ensure equitable access to tools.

#### *Limitations*

The review excludes pre-2022 studies and non-English sources, potentially limiting scope. Qualitative methods restrict generalizability.

#### *Future Research Directions*

Longitudinal studies, ethical frameworks, and teacher-AI collaboration research are needed to advance EFL education.

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