

EFFECTIVE USE AND ORGANISATION OF WORK USING ARTIFICIAL INTELLIGENCE IN EFL CLASSROOMS

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Abstract: *This study examines the effective integration and organization of the use of artificial intelligence (AI) tools in English as a Foreign Language (EFL) classrooms at Fergana State University. The study examines the transformative potential of AI in enhancing student motivation and learning outcomes, especially in diverse classroom settings. It highlights the need for instructors to adapt their roles from traditional instructors to facilitators promoting an environment conducive to independent learning. The findings show that while AI technologies such as chatbots and educational games can greatly enrich the learning experience, challenges such as lack of technical skills and over-reliance on technology need to be addressed. Practical recommendations are made to ensure effective AI integration, including ongoing professional development for teachers and equal access to AI resources for all students. The study concludes with suggestions for future research to explore the wider implications of AI in EFL teaching.*

Key words: *Artificial Intelligence (AI), EFL classroom, integration, student motivation, teaching methodologies, educational technology, professional development, learning outcomes*

1. INTRODUCTION

Modern education has long been different from the outdated model we are accustomed to, thanks partly to a tremendous technological breakthrough. The first decades of the 21st century were characterized by the intensive development of information technologies, which transformed education. Digitalization makes it possible to ensure continuity and efficiency of learning, enriching the learning experience and contributing to more effective knowledge acquisition. Today, many digital trends are successfully used in the learning process: artificial intelligence, gamification, micro- and nano-learning, virtual reality and simulations, and mobile applications.

Artificial intelligence is currently playing a key role in implementing the idea of personalized learning - adapting learning, its content, and its pace to the specific needs of each learner. Artificial intelligence enables data from a variety of sources, and is a catalyst for transforming education for all stakeholders - both individual learners and those responsible for organizing the educational process at all levels. The potential of artificial intelligence is designed primarily to enhance the effectiveness of teachers and create a more comfortable environment for students to learn and develop.

For teaching English as a foreign language (EFL) AI has a special value. AI tools can provide engaging and interactive learning materials that include listening, speaking, reading, and writing. AI-based virtual assistants can practice speaking with students, providing instant feedback and support. Moreover, AI tools can analyze students' pronunciation and provide recommendations for improvement. Through such capabilities, AI helps to improve language skills, increase student motivation, and create a more effective and engaging educational experience.

This research aims to examine the question “How can AI be effectively integrated and organized in EFL classes at Fergana State University?” based on the findings of the investigation. The research aims to find out which type of AI tools can be effective in EFL classes, assessing their prospects and issues, and providing conclusions on how to incorporate AI into instruction effectively. Through these aspects, the study will present an integrative perspective on how AI can enrich EFL learning and teaching at the university level and thereby contribute to the advancement of more effective learning-enriching instructional methodologies.

The relevance of the present study is based upon the necessity to investigate a highly important and promising area — the application of artificial intelligence to the process of EFL instruction at Fergana State University. Thus, the correct approach to AI can bring sessions to a qualitatively new level, positively influence students' motivation, and bring improvements to students' learning process. While pointing out the successful use of applications, and the opportunities and advantages of their use, the author poses questions concerning the obstacles possibly found in the course of integrating innovative solutions into practices of teaching and learning. The developed practical recommendations will cause further improvements in the educational setting and make it more flexible for creating effective students' learning and interaction in the context of the global community.

2. LITERATURE REVIEW

Artificial intelligence (AI) is also known as Machine Intelligence (Mehrotra, 2019). In other words, AI is about adding human intelligence to the machine for task execution. The trend of using AI machines has not passed by the files of education. Nowadays, teaching and learning English also has become easier with the development of technology and digital platforms. These now offer the opportunity to improve English language skills. This means that if we have a machine for teaching English, perhaps we do not need any English teachers in the classroom, or English education (Shin, 2018). Therefore, English education need not be replaced by the Fourth Revolution. Instead of that the development of an English class model using Artificial Intelligence should work in collaboration with the English teaching and learning process. Language literacy and digital literacy are a neat combination to improve global competence.

Mukhallafi (2020) states that in the present research, artificial intelligence (AI) is characterized as the use of AI systems for teaching/learning English to improve the

processes of organizing, arranging, and selecting content. It further diversifies sources of instruction and streams of schooling according to the levels of the learners. Besides, through individualizing self-study procedures, and simulating smart and expert systems, it is used to establish teaching techniques and assessment methods.

According to Tira Nur Fitria's findings in her Indonesian research (2021), she states that Wang (2019) argues that AI significantly impacts English learning by creating an immersive learning environment. This is achieved through the integration of various media like images, sound, and text, presented in a visually engaging manner. The interactive nature of AI, allowing students to communicate with it through a human-computer interface, enhances the authenticity of the language environment. This aligns with Zilberman (2019), who emphasizes the personalization offered by AI, enabling learners to utilize all senses to practice English skills tailored to their individual needs and interests. Furthermore, Wang (2019) states that AI optimizes the teaching effectiveness of English by providing a platform for real-time simulation dialogues. This allows students to practice their speaking, writing, and comprehension skills in a realistic setting. Additionally, the cultural insights and customs of various English-speaking countries embedded in AI help students connect with the language and increase their motivation. Finally, the practical nature of AI technology requires students to develop problem-solving skills and adapt to new systems, contributing to their overall practical capacity in English language learning.

In a similar study by Mohammad Ali, A. (2023), the results of the English Language teachers' perception regarding the benefits and challenges of using ChatGPT for personalized language learning are presented. According to his research, teachers found ChatGPT to be a helpful tool for diagnosing grammar errors and creating personalized tasks, appreciating its user-friendliness and flexibility in tailoring difficulty levels. They saw potential for time-saving in task and lesson plan creation, ultimately reducing workload by automating certain aspects of language instruction. However, teachers also recognized the need for individual support with ChatGPT-generated tasks and acknowledged the potential for increased workload in managing differentiated assignments.

3. METHODS

3.1. Case study design

Hence, the case study approach is the most appropriate to use when researching the adoption of AI in EFL classes at Fergana State University for the following reasons. This method gives a chance to look not only at concrete solutions but also at the environment for their application. It would be necessary to describe once more the advantages of the case study: using the experiences of teachers allows for the elaboration of practical recommendations. As it became known that the integration of technology into the educational process involves several factors such as pedagogy, students' choice, and resources, this method enables gaining more comprehensive data from the

participants which forms a more holistic perception of the issue. This research study was anonymous. I conducted this study in an offline format by recording the teachers' responses on a voice recorder and then transferring the responses into text format. In addition, since two of the selected participants were out of town, they sent me an electronic version of the answers via the Internet. The study consisted of 5 open-ended questions to investigate the proposed research question.

3.2. Participants demographic

The subject of the study included seven EFL teachers from Fergana State University, among them 29% of men and 71% of women. According to the participants' profiles, all of them have professional experience in teaching English as a foreign language, at least ten years. This theoretical and practical diverse view on teaching approaches and methods among the participants enhanced the study because each one of them offered a different perception of the technology in teaching. Most of the participants are at the same professional level, but the differences in the educational methods played a role in some of the answers which therefore gives another dimension to the gathered information.

3.3. Data collection

Focus group discussion was adopted as a data collection technique, which enabled the creation of a lively environment as participants built their ideas. The discussion was in the offline modality and the participants' answers were tape-recorded using a dictaphone for the analysis. This helped in keeping the accuracy and reliability of the data presented into consideration. Two participants could not attend the meeting in the city; they completed the answers through the Internet and the solutions enabled the researcher to accommodate their opinions as well. This approach enabled us to receive multiple perspectives on the opportunities and risks of the implementation of artificial intelligence within the process of learning EFL.

3.4. Data analysis

The collected data was analyzed using thematic analysis, which is the process of examining topics from data that has been gathered, and then analyzing and reporting it. This method enables one to categorize the data and trends that are likely to be repeated by the participants. Information and key aspects regarding the integration of artificial intelligence into learning have also been systematized using qualitative coding. The analysis process started with the realisation of acquaintance with the records and the answers were converted into textual and it was then easier to pinpoint the major ideas of the record(s). Thus, the analysis of data helped to develop reasonable suggestions for the proper incorporation of AI into the learning process.

4. Results

4.1. Focus group discussion of the EFL teachers' perceptions

In this section, the focus group results of English as a foreign language teachers' perceptions regarding the benefits and challenges of integration of AI into teaching English as a foreign language classrooms are presented.

4.1.1. Specific AI tools or technologies for effective learning experience in EFL classes

The views of the forty EFL teachers who participated in the present study demonstrate the multiple possibilities of employing AI tools to improve student learning. As several educators state, the adaptation of the methods is individual: the use of such applications as Rosetta Stone or AI-adaptive learning environments helps to adjust for every learner's rate and abilities. This adaptability is crucial in language learning because students' comprehension and ability levels differ. In addition, applications like the grammar checker enable students to know when they are wrong and enable them to correct themselves, such as the Grammarly application. Such kind of immediate assistance can assist learners in building up their confidence.

Also, the teachers feel an improvement in their desire to explore other informative techniques that can be applied with the help of AI. For instance, through the use of AI primarily marked by AI chatbots, it is easier to set up a communication system where the learners engage in real-time feedback and thus feel more like it is a real-time learning process. In language learning games, there is also the adoption of AI to make students more willing to take part in lessons and other class activities as known by teachers. However, one feature that is innovative and could prove to be spectacular, is the concept of including virtual reality scenarios to practice real-life dialogues. In general, these observations indicate that most of the teachers interviewed have confidence in the positive role AI tools in improving individual learning experiences while at the same time promoting group participation through an effective and creative learning environment hence improving language learning.

4.1.2. Challenges in AI integration into teaching methods

The questions presented to the EFL teachers concerning the challenges related to the implementation of AI in instructional practices show several definite concerns that must be resolved to advance integration. One of the major concerns coined is the problem of inappropriately low levels of technical competencies among teachers and learners. Even though a large number of teachers reported some negative emotional attitudes and concerns regarding using technologies, it can be stated that less experienced teachers think that they will have great difficulties with technology use which could retard the usage of AI tools. To get around this issue, continuous simple practical focused sessions such as hands-on workshops and training are recommended by this study to increase comfort levels and thus the capacity to use these technologies. Besides, it supports the teachers and guarantees that students can leverage all the capabilities of applied AI models.

One of the issues which was noted is that students may become too reliant on the artificial intelligence that is being used, thereby, losing the skills of independent learning that are very valuable. Most teachers still frown upon the use of AI in learning and prefer that the use of AI tools should only complement teaching methods and not replace them. Also, premised on the costs of the available AI tools, questions regarding the cost implications of implementing such tools for all students are also mentioned, with the author noting that universities should subscribe to or offer access to materials that are important for students very is also an important element as teachers emphasize that for utilizing the AI technologies, it is necessary to have the secure and reliable platforms which guarantee the safety of students' data. In conclusion, I must say that despite all these opportunities for the integration of AI in foreign language acquisition mentioned above, all these challenges should be met and controlled so that the AI acts as an effective support for language learning but not an attempt to replace the human factor which plays a pivotal role in language teaching and learning.

4.1.3. Usage of AI to meet the diverse needs of the students

The answers that teachers provided about how the usage of AI tools can be adjusted for different levels and types of L2 classrooms show several points. One of the concerns raised by the teachers is that the AI tools used should be able to support students as they work through tasks that require learning in various approaches as well as students with different abilities. The first implication is that since there are students of different caliber and skill levels, these tools have to be sensitive to this issue and accommodate each student for him/her to benefit from the technology. For example, junior students may want to use animations and games as the main approaches to mastering new material, whereas senior students may need structured ways. Through catering to such dialectical differentials, AI augments the learning processes to become relevant, meaningful, and efficient for all learners.

Moreover, teachers make a point of stressing the issue of accessibility to the learners through the use of Artificial Intelligence tools. They propose that they extend it to cater to learning-disabled students and support the various known languages to enhance learning. Furthermore, student awareness is enhanced with cultural background relations to their learning which makes learning easier for students. Another IPR that may be regarded as purely practical is the matter of interfaces; this is particularly as it regards the users, where issues of ease in the use of different technological tools by those who are more IT inclined as well as those who are not so inclined would be taken into consideration. Last, the feature of having an offline mode offers an advantage to the students, who cannot have constant access to the internet to learn the content so that all the students will be given an equal chance to learn and get the content they desire. In sum, these findings suggest that the development and deployment of AI learning technologies may be highly beneficial in improving EFL students' experiences as learners for a diverse range of students.

4.1.4. Benefits from positive integration experience of AI in the EFL classes

The expectations of teachers concerning the benefits of AI application in EFL learning were highly positive, as the following responses show. Among them, the biggest strengths are the speed that AI offers and the form of feedback that can be given to the students. It is almost impossible to attend to every child in a large class especially when the teacher has to address so many students at once. Through suggesting and correcting students' writing, there exists space where AI tools can play a significant role in providing advanced advice to the need to enhance these abilities. This kind of feedback not only enhances the learning activities of the students but also the independent learning aspect.

Teachers also point out how with AI included students can also be entertained during lessons, and this is a key factor that keeps the learner attentive. Sadler and McCuddy also highlight that AI tools can turn students into active participants through the awarding of badges, bonus questions, or points. Moreover, because AI is always around, it acts as a personalized tutor for students beyond school hours, where learners can practice more until they fully grasp the skills being taught. Such flexibility is very encouraging, especially for students who may require more time, or those who could require a few lessons more or less to master what is taught in the class. In general, the use of AI in EFL classrooms not only helps to save time for teachers releasing them from grading and providing a more individual approach to education as well as acquainting students with different accents and dialects of English. It is concluded that through the general improvement of the learning climate, language is better acquired and consequently the overall performance of the students is increased.

4.1.5. Teacher's role change with the integration of AI in the EFL classroom

The results portraying what the educators had to say concerning the shift of educators' work and practices due to AI integration in the classroom shows that: One of the main shifts that are expected to occur is that while class teachers will be expected to be dispensers of knowledge, they will be transformed into coaches of knowledge. This new position will entail providing students with information as to the correct utilization of artificial intelligence technologies for learning purposes. Teachers will have to embrace a coaching approach in that they will have to train their students as they would train learners because they will not be providing content most of the time Teachers will need to adopt a coaching mentality, focusing on supporting and mentoring students rather than simply delivering content. This frees up time for deeper, individual approaches, wherein the teacher can deal with individual challenges of each learner without being bogged down by basic functions, that could be efficiently automated using an AI.

Furthermore, AI integration requires teachers to as lifelong learners in the technology-emphasizing aspects, always upgrading their professional technical competencies. It is an ongoing process; it is also important for educators, who have to

master technologies and teach students digital literacy in addition to language. In the future, whenever AI tools are used more frequently educating students on how to use the technology appropriately will be important. Further, teachers are expected to be more involved with comforting and nurturing the students; the authors know that technology cannot substitute personal contact which is critical in learning. Finally, there is a requirement for creativity in lesson designing as teachers won't be able to follow routine procedures to incorporate AI into lessons; instead, they'll have to apply some creativity to improve the learning process instead of degrading it. In any case, with the introduction of AI molecules pros and cons, the nature of the task of a teacher has changed significantly.

5. Discussion

The results of the given study prove that there are favorable opportunities for the application of AI technologies in EFL learning and teaching processes at Fergana State University and indicate the possibilities for development and further implementation considering the problems that teachers encounter. Teachers understand that there are lots of ways in which new technologies, including AI tools, can contribute to the improvement of teaching and learning by offering feedback correcting mistakes as quickly as possible, and considering the individual needs of students. This is especially important in a multiethnic classroom environment where learners of different abilities, and may also possess different learning methods. Similarly, popular innovative AI uses in the learning process technologies, like chatbots and games, indicate the increased tendency of student interest and motivation. However, the responses show that there is also an expectation that the teachers may face challenges in the implementation of the technology as; a lack of technical skills in stakeholders including the teacher, risk of over-dependence on the AI system, and the need to ensure that members of the society especially learners are also involved in developing the tools.

Significantly, these consequences affect the teaching of EFL. Teachers who intend to incorporate AI in their classrooms should probably shift their role from being instructors on a given content to being a guide. This change demands a commitment to continued staff development, face-to-face instruction of practical activities to develop technical proficiency, and education in the usage of electronic media for teachers and students. Educationists must also be wary not to over-rely on AI techniques so that learners can self-learn and develop their thinking skills. It is recommended that universities ensure that students have means as well as access to the basic AI tools and interfaces, as well as to ensure that these tools are locked with reasonable forms of accessibility for students with disabilities.

However, the study has the following limitations: The participants of the study are not very large; the study was conducted in a single university; and, the study in a way was confined to the EFL teaching context only. Future studies should seek to understand the effect that the implementation of AI technology has on students'

achievement and interest as they undertake their studies in different settings. Also, further research on the elaboration of a wide spectrum of teacher training programs and resources with a focus on technical issues and pedagogical applications of AI in classroom practice would be useful. Studies on the subject could also offer some important distinctions regarding the implementation of artificial intelligence in education especially in ESL teaching and learning practices. Consequently, it would help to improve the leadership practices in the EFL classroom and assist teachers in adapting to new teaching practices.

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