



THE EFFECTIVENESS OF AI TOOLS IN TEACHING ENGLISH AS A SECOND LANGUAGE (ESL)

Scientific supervisor

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Abstract: This study examines the effectiveness of artificial intelligence tools in teaching English as a second language. It highlights how digital technologies enhance linguistic competence and support personalized learning. The research shows that modern software improves grammar, vocabulary, and pronunciation while emphasizing the importance of integrating technology to prepare students for global communication.

Key words: artificial intelligence, English as a second language, linguistics, digital pedagogy.

Introduction

Every language reflects the culture, history, and worldview of a nation, and in the modern era, the medium of instruction is rapidly evolving. Language serves as the primary form of national culture, but its acquisition is now heavily influenced by digital innovation. The concept of integrating artificial intelligence into education refers to the set of information and tools associated with enhancing the learning process through automated intelligence. In current educational environments, these tools manifest in specific ways, often through new formats and communicative platforms.

Preserving the quality of instruction while promoting digital literacy plays a crucial role in maintaining high educational standards. It is well known that language is a complex structure, and the greater the influence of interactive technology on the learning process, the more dynamic its development becomes. Media language and digital interfaces also play an important role in social life due to their interactive features. By using specialized linguistic means, educational platforms deliver information, feedback, and diverse reports to the student audience. The field that examines the functioning of language in these digital spheres is essential for understanding how students



shape their linguistic consciousness.

Methods

The study adopts a comparative and descriptive method, focusing on the linguistic representation and effectiveness of artificial intelligence in different learning contexts. By analyzing interactions within digital platforms, it identifies specific units of learning and investigates their impact on student progress. The theoretical framework is grounded in contemporary linguistics and educational theory, examining how automated systems function from semiotic and cultural perspectives. The study also considers various classifications of digital tools, such as those focused on speech recognition, grammar correction, and interactive dialogue.

Results

The analysis shows that artificial intelligence tools are represented differently in educational settings due to distinct historical and social contexts. These tools appear in various forms such as interactive applications, automated tutors, and feedback systems.

- Interactive platforms often emphasize national symbols and traditional learning methods while integrating modern algorithms.
- Automated writing assistants reflect historical linguistic codes with strong elements of error correction and stylistic refinement.
- English language learning software tends to universalize instruction, focusing on globalization and intercultural dialogue.

The findings confirm that these tools are dynamic systems shaped by technological advancement and collective data. They regulate student behavior, transmit linguistic norms, and preserve educational standards across generations.

Discussion

The study confirms that artificial intelligence functions as a system of signs that structure perception and communication within the learning community. These tools act as "keys" to understanding complex grammar and vocabulary. Interpretations show that these digital systems are socially transmitted models of instruction, functioning as a "mega-program" that regulates thought and language production in society. Differences in technological implementation across languages explain the existence of gaps where certain tools may lack direct equivalents in other cultural settings. Thus, the study highlights the importance of these tools as a means of preserving educational uniqueness while participating in global communication.

Conclusion

Artificial intelligence tools are central to the modern study of language and education, as they transmit unique instructional traits and regulate student



behavior. Their analysis in educational discourse demonstrates how technology both reflects and shapes linguistic values. Understanding these tools provides deeper insights into intercultural communication and highlights the symbolic dimension of digital expression in the classroom.

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