



Teaching Academic English with AI Support

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Annotation.

This thesis examines how artificial intelligence can be integrated into methodology for developing academic English proficiency in teacher education. The aim is to justify a didactic model combining formative assessment, adaptive practice, and feedback literacy. The methodology includes conceptual analysis, design based research logic, and evaluative criteria aligned with outcomes. Scientific novelty lies in a staged AI supported methodology emphasizing transparency, academic integrity, and measurable communicative gains.

Keywords. artificial intelligence, methodology, academic English, formative assessment, adaptive learning, feedback literacy, teacher education

The rapid diffusion of artificial intelligence into educational practice requires a methodological rather than purely technological response, especially in the preparation of future English teachers whose professional competence depends on academic literacy, reflective thinking, and responsible use of digital instruments. In teacher education contexts, academic English is not limited to grammatical accuracy or vocabulary range; it also includes disciplinary reading strategies, argumentation, citation awareness, genre knowledge, and the ability to produce coherent academic texts for research, teaching, and professional communication. The central problem is that AI tools can both strengthen and weaken these competencies: they can accelerate feedback, provide adaptive scaffolding, and support exposure to authentic language, yet they can



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also encourage superficial completion of tasks, reduce learners’ ownership of writing, and obscure the evidential basis of academic claims. Therefore, the methodological task is to design conditions under which AI becomes a means of developing competence rather than a substitute for it, with explicit criteria for learning outcomes and ethical boundaries.

The aim of this thesis is to substantiate an AI based methodology for developing academic English proficiency in teacher education by proposing a staged didactic model that integrates adaptive practice, formative assessment, and feedback literacy. The approach is grounded in the understanding that methodological effectiveness depends on alignment between objectives, learning activities, feedback mechanisms, and assessment, and that AI should be introduced as a controllable pedagogical variable rather than an uncontrolled external resource. In this sense, AI functions as a mediating tool that can amplify instruction when its role is transparent, when students are trained to interpret feedback critically, and when tasks are designed to require human judgment such as justification of claims, selection of evidence, and reflection on revisions. The model also assumes that academic English development is cumulative and recursive: competencies are formed through cycles of drafting, critique, revision, and metacognitive monitoring rather than through single performance events.

The research logic follows design based research principles, because methodological solutions in language education must be tested and refined in authentic instructional settings while maintaining theoretical coherence. Conceptual analysis is used to define academic English proficiency for teacher education as an integrative construct combining linguistic resources, rhetorical competence, and academic integrity practices. The proposed design includes criteria for evaluating learning outcomes, emphasizing not only product quality but also process indicators, such as the ability to explain revisions, interpret feedback, and document sources. International work on



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assessment for learning provides the basis for positioning feedback as a formative mechanism rather than as a terminal evaluation, and this is particularly relevant when AI feedback is abundant and immediate but not necessarily pedagogically valid or context sensitive. Russian and Uzbek scholarship on methodology and language teaching supports the need for systematic lesson design, gradual complication of tasks, and development of learners’ autonomy through guided practice and reflection. At the same time, recent research on AI in education highlights that algorithmic support must be accompanied by human oversight, data informed decision making, and explicit instruction on ethical use to avoid hidden dependencies and inequities.

The first component of the methodology is diagnostic and goal setting, because AI based learning environments are effective only when initial proficiency and needs are clearly established. At the beginning of a course, students complete a diagnostic package that includes a short academic writing task, a reading to write synthesis task, and a micro oral presentation based on a scholarly abstract. These tasks are assessed using analytic rubrics that operationalize academic English in dimensions relevant to teacher education: clarity of research purpose, argument structure, cohesion, appropriate stance, lexical and grammatical control, and responsible use of sources. AI is used at this stage not to generate answers but to support classification of recurring error patterns and to visualize distributions of rubric scores so that the instructor can set group and individual targets. The methodological benefit is that targets become measurable and linked to subsequent learning cycles, while students receive an explicit map of competence components rather than general advice.

The second component is adaptive practice within constrained pedagogical scenarios. A major risk in AI supported language learning is open ended prompting that leads to content generation without learning, therefore the methodology proposes constrained tasks where AI output cannot replace the learner’s cognitive work. For academic



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vocabulary and phraseology, students use AI as a corpus like assistant: they query collocations, compare registers, and test subtle differences in meaning, but they must justify choices in a brief commentary attached to drafts. For grammar and style, AI provides suggested edits, yet students are required to accept or reject each suggestion with a reason, thereby transforming correction into a learning episode. For reading, AI can generate guiding questions at different levels of cognitive demand, but students must answer using evidence from the text and must locate the exact segments that support their answers. Such constraints are methodologically important because they cultivate agency and prevent passive acceptance of machine output. They also provide the instructor with observable indicators of metalinguistic awareness, which is essential for future teachers.

The third component is feedback literacy as an explicit instructional objective. In conventional practice, feedback is often treated as something given by a teacher and applied by students with minimal reflection. In AI enriched settings, the volume of feedback increases, but its reliability and relevance vary; thus, students must learn to evaluate feedback, identify what is actionable, and prioritize revisions. The methodology includes short training modules on types of feedback, common AI limitations, and strategies for verifying claims, especially when AI proposes references, paraphrases, or reformulations. Students practice triangulation by comparing AI suggestions with rubric criteria and with peer feedback, and they document their decisions in revision logs. This practice is aligned with the view that formative assessment becomes effective when students understand success criteria and can regulate their learning accordingly. In teacher education, this competence has an additional value because it models future classroom behavior: graduates who can manage feedback systems critically will be better positioned to guide their own pupils in responsible digital learning.



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