

ROLE OF ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH

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Abstract. *The main focus of this paper is to explore how artificial intelligence (AI) technology can be applied in English teaching to improve the quality of education. The paper begins by discussing the purpose of science and technology, which is to serve humanity. It then highlights the growing maturity of AI technology and its potential to transform the field of English teaching. The paper goes on to analyze the different aspects of English teaching where AI technology can be applied, including listening, writing, translation, and oral teaching. In each of these areas, the paper examines the specific ways in which AI technology can be used to enhance the learning experience for students.*

Keywords: *artificial intelligence, constructed languages English teaching, application.*

An artificial language is a language created by a person or a group of people for a certain purpose, usually when this purpose is hard to achieve by using a natural language.

Some speakers prefer the synonym planned language to the more common term “artificial”. For example, few speakers of Interlingua consider their language artificial, since they assert that it has no invented content. Some speakers of Esperanto and Ido also avoid the term “artificial language” because they deny that there is anything “unnatural” about the use of their language.

Some proponents insist on using the synonym “constructed language”. Some languages have the vocabulary which is taken from a small set of natural languages without phonological modification. According to it, some proponents prefer to describe its vocabulary and grammar as standardized rather than invented or “artificial”. However, in order to avoid confusion, we suggest using the term artificial while analyzing this topic.

Three factors determine the authenticity of an artificial language: purpose, originality and size. In terms of purpose, most artificial languages can broadly be divided into:

1) engineered languages (englangs), further subdivided into philosophical languages, logical languages (loglang) and experimental languages; devised for the purpose of experimentation in logic, philosophy or linguistics;

2) auxiliary languages (auxlang) – devised for international communication (also IALs, for International Auxiliary Language);

3) artistic languages (artlang) – devised to create aesthetic pleasure or humorous effect, just for fun; usually secret languages and mystical languages are classified as artlang.

The boundaries between these categories are by no means clear. A constructed language could easily fall into more than one of the above categories. A logical language created for aesthetic reasons would also be classifiable as an artistic language, which might be created by someone with philosophical motives intending for said conlang to be used as an auxiliary language. There are no rules, either inherent in the process of language construction or externally imposed, that would limit a constructed language to fitting only one of the above categories.

Although the main purpose of artificial languages is to ease human communication, proponents of artificial languages have many other reasons for using them. They claim that it takes

less time to first learn a simple artificial language and then a natural language, than to learn only a natural language. Thus, if someone wants to learn English, some suggest learning Basic English first. The artificial language like Esperanto is simpler due to the typical lack of irregular verbs. Some studies have found that learning Esperanto helps in learning a non-artificial language later.

The originality of artificial languages also plays a key role: an artificial language may be based on existent languages or on other artificial languages. For example, Volapük is based on Germanic and Romance languages; Esperanto vocabulary, grammar and phonology are clearly based on Indo-European languages.

Several artistic languages have been developed on different constructed languages, usually involving discussion and voting on phonology, grammatical rules and so forth. An interesting variation is the corpus approach, exemplified by Madjal (late 2004) and Kalusa (mid-2006), where contributors simply read the corpus of existing sentences and add their own sentences, perhaps reinforcing existing trends or adding new words and structures. The Kalusa engine adds the ability for visitors to rate sentences as acceptable or unacceptable. There is no explicit statement of grammatical rules or explicit definition of words in this corpus approach; the meaning of words is inferred from their use in various sentences of the corpus, perhaps in different ways by different readers and contributors, and the grammatical rules can be inferred from the structures of the sentences that have been rated highest by the contributors and other visitors.

The size of a language is also important. This does not only mean how many words exist in the artificial language, but also how much can actually be said: languages that lack number systems or rules for certain syntactic situations can make ideas inexpressible.

While most constructed languages have been created by a single person, a few are the results of group collaborations; examples are Interlingua, which was developed by the International Auxiliary Language Association, and Lojban, which was developed by a breakaway group of Loglanists.

It's interesting to hear about the advancements in AI technology, particularly in language learning, speech recognition, and language translation in Uzbekistan. The points you mentioned highlight key areas of development in the field of artificial intelligence applied to language-related tasks. Let's break down the main aspects you mentioned:

The fast recognition speed in Uzbekistan is impressive. High accuracy in speech recognition is crucial for effective communication between humans and machines reference to "language understanding technology" suggests advancements in natural language processing (NLP). This technology enables machines to comprehend and interpret human language, providing a basis for various applications, including language learning.

The evolution of AI-driven language translation from simple literal matching to deep-level semantic understanding is a significant development. Deep understanding allows for more contextually accurate translations, resembling human-like thinking. The transition in AI translation from literal matching to deep-level semantic understanding aligns with the broader trend in AI development. Achieving human-like thinking in translation involves comprehending context, idioms, and nuances, which is a considerable step forward.

Group collaboration has apparently become more common in recent years, as constructed language designers have started using Internet tools to coordinate design efforts. NGL/Tokcir was an early Internet collaborative engineered language whose designers used a mailing list to discuss

and vote on grammatical and lexical design issues. More recently, The Demos IAL Project was developing an international auxiliary language with similar collaborative methods.

So the study of artificial languages is not an easy one. An important thing to keep in mind, however, is that although artificial languages are artificial, they should exist. To assume that an artificial language is illegitimate because a single individual or select group developed it is not only simplifying the issue but also writing off any linguistic relevance it may have. Thousands of speakers of various artificial languages would tend to disagree with that assessment.

AI contributes significantly to the development of all four language skills: speaking, listening, reading, and writing. The versatility of AI allows for a comprehensive approach to language learning, addressing various aspects of communication. Speech recognition systems, chatbots, virtual tutors, and language learning applications are examples of AI-powered tools that bring innovation to language education. These technologies offer a diverse range of functionalities to cater to different learning needs and styles.

AI enables the creation of interactive and immersive language learning experiences. Through real-time feedback, adaptive assessments, and personalized content, learners can engage with the language in dynamic and tailored ways, enhancing their overall learning experience.

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