INGLIZ TILINI O‘RGANISHDA SUN’IY INTELLEKT QO‘LLANILISHI: TALABALARNING NUQTAI NAZARI VA PAYDO BO‘LAYOTGAN PEDAGOGIK MUAMMOLAR

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ANNOTATSIYA

Sun’iy intellekt (SI) vositalari ingliz tilini o‘rganishda, ayniqsa yozuv faoliyatlarida, tobora keng qo‘llanilmoqda. Ushbu maqolada ChatGPT va Grammarly kabi SI asosidagi yozuv vositalari haqida talabalarning qarashlariga oid so‘nggi tadqiqotlar tahlil qilinadi. Natijalar ko‘plab talabalar ushbu vositalarni grammatika aniqligini oshirish, g‘oya yaratish va yozish jarayonida yuzaga kelishi mumkin bo‘lgan xavotirni kamaytirishda foydali deb hisoblashini ko‘rsatadi. Biroq, adabiyotlar ushbu afzalliklar ba’zan haqiqiy uzoq muddatli til rivojlanishidan ko‘ra “o‘rganish illyuziyasi”ni yaratishi mumkinligini ham ko‘rsatadi. Talabalar SI yordamida yanada mukammal matnlar yaratishi mumkin bo‘lsa-da, SI tomonidan yaratilgan tavsiyalarga ortiqcha bog‘liqlik talabalarda mustaqil yondoshuv, tanqidiy fikrlash va mustaqil yozish ko‘nikmalarining zaiflashishiga olib kelishi mumkin. Shuningdek, maqolada akademik halollik, texnologiyaga haddan tashqari bog‘liqlik va SI yordamidagi yozuv faoliyatining uzoq muddatli ta’limiy ta’siri bo‘yicha yetarli dalillar mavjud emasligi bilan bog‘liq muammolar ham muhokama qilinadi. Maqolada SI vositalaridan ingliz tili ta’limida muvozanatli va mas’uliyatli tarzda foydalanish, haqiqatda bilimlarga ega bo‘lish (autentik o‘rganish), reflektiv fikrlash va mustaqil til rivojlanishini qo‘llab-quvvatlash zarurligi ta’kidlanadi.

KALIT SO‘ZLAR

sun’iy intellekt, SI yordamidagi yozuv, ingliz tilini o‘rganish, ChatGPT, talaba mustaqilligi, tanqidiy fikrlash.

ИСПОЛЬЗОВАНИЕ ИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ: ВЗГЛЯДЫ СТУДЕНТОВ И НОВЫЕ ПЕДАГОГИЧЕСКИЕ ПРОБЛЕМЫ

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АННОТАЦИЯ

Инструменты искусственного интеллекта (ИИ) становятся всё более распространёнными в изучении английского языка, особенно при выполнении письменных заданий. В данной статье рассматриваются современные исследования, посвящённые восприятию студентами инструментов ИИ, таких как ChatGPT и Grammarly. Результаты показывают, что многие студенты положительно воспринимают данные инструменты, поскольку они помогают

КЛЮЧЕВЫЕ СЛОВА

искусственный интеллект, ИИ-поддерживаемое письмо, изучение английского языка, ChatGPT, автономность обучающихся, критическое мышление.

улучшить грамматическую точность, поддерживают генерацию идей и снижают тревожность при письме. Однако литература также показывает, что подобные преимущества иногда создают скорее «иллюзию обучения», чем способствуют реальному долгосрочному языковому развитию. Несмотря на то, что с помощью ИИ студенты могут создавать более структурированные и академически приемлемые тексты, чрезмерная зависимость от ИИ-генерируемых идей может ослаблять автономность обучающихся, критическое мышление и навыки самостоятельного письма. В статье также рассматриваются проблемы, связанные с академической честностью, чрезмерной зависимостью от технологий и недостатком долгосрочных исследований образовательного влияния ИИ-поддерживаемого письма. Автор приходит к выводу, что ИИ должен использоваться в преподавании английского языка сбалансированно и ответственно, поддерживая аутентичное обучение, рефлексивное мышление и самостоятельное языковое развитие.

AI-ASSISTED WRITING IN ENGLISH LANGUAGE LEARNING: STUDENT PERSPECTIVES AND EMERGING PEDAGOGICAL CONCERNS

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ABSTRACT

Artificial intelligence (AI) tools are becoming increasingly common in English language learning, especially in writing activities. This article reviews recent studies on students’ perceptions of AI-assisted writing tools such as ChatGPT and Grammarly. The findings show that many students view these tools positively because they improve grammatical accuracy, support idea generation, and reduce writing anxiety. However, the literature also suggests that these benefits may sometimes create an illusion of learning rather than genuine long-term language development. Although students may produce more polished texts with AI support, excessive dependence on AI-generated suggestions may weaken learner autonomy, critical thinking, and independent writing skills. The review also highlights concerns related to academic integrity, overreliance on technology, and the lack of long-term evidence regarding the educational effects of AI-assisted writing. The article argues that AI should be integrated into English language teaching in balanced and responsible ways that support authentic learning, reflective thinking, and independent language development.

KEYWORDS

artificial intelligence, AI-assisted writing, English language learning, ChatGPT, learner autonomy, critical thinking.

Introduction

Artificial intelligence (AI) tools such as ChatGPT and Grammarly have become increasingly common in English language learning, especially in writing activities. Many students use these technologies for grammar correction, vocabulary support, brainstorming, and text organization because they provide immediate feedback and make writing tasks easier to complete. For learners who struggle with academic writing, AI-assisted tools are often viewed as helpful resources that reduce writing anxiety and improve confidence.

At the same time, the growing use of AI in writing instruction has raised important educational and ethical concerns. Researchers increasingly question whether AI-assisted writing supports genuine language development or simply helps students produce more polished texts with less independent effort. Although AI may improve short-term writing performance, excessive reliance on AI-generated suggestions may weaken learner autonomy, critical thinking, creativity, and engagement in the writing process. Concerns related to plagiarism, academic integrity, and overdependence on technology have therefore become central topics in recent educational discussions.

While recent studies have explored students' perceptions of AI-assisted writing in different educational contexts, much of the existing literature relies heavily on self-reported perceptions and short-term classroom experiences. As a result, the long-term educational effects of AI-assisted writing remain unclear. Therefore, this article provides a narrative literature review of recent studies on students' perceptions of AI-assisted writing in English language learning. By comparing findings from different educational contexts, the article critically examines both the benefits and the pedagogical risks of AI use and argues that the main educational challenge may not be plagiarism alone, but the growing dependence on AI-generated thinking in the writing process.

Methodology

This study uses a narrative literature review approach to examine recent research on students' perceptions of AI-assisted writing in English language learning. The review is conceptually informed by the idea of cognitive offloading, which explains how learners may rely on technology to reduce mental effort during cognitive tasks.

The literature was collected from Google Scholar, Scopus, and ResearchGate, focusing mainly on studies published between 2023 and 2026. Search keywords included "AI-assisted writing," "ChatGPT in language learning," "AI in EFL/ESL education," and "student perceptions of AI." More than 50 peer-reviewed articles related to AI-supported English language learning were reviewed.

The selected studies were analyzed through comparative thematic analysis to identify common patterns related to student motivation, grammar and vocabulary support, academic integrity, learner autonomy, critical thinking, and pedagogical implications. Studies focused mainly on technical AI development without educational relevance were excluded from the review.

Literature Review

Positive Perceptions and Benefits of AI-Assisted Writing

The use of generative artificial intelligence (AI) tools such as ChatGPT, Grammarly, and other automated writing systems has become increasingly common in EFL and ESL education. These technologies are widely used for grammar correction, brainstorming, vocabulary support, idea generation, and text organization. Because AI tools provide immediate feedback and quick assistance, many students view them as useful academic resources that make writing tasks easier and less stressful (Bin-Nashwan et al., 2023; Mekheimer, 2025).

Across different educational settings, students generally report positive attitudes toward AI-assisted writing. Many learners describe AI systems as supportive "virtual assistants" that help them complete writing tasks more efficiently (Li & Kim, 2024; Noroozi et al., 2025). Research from China found that ChatGPT reduced writing anxiety and encouraged greater classroom participation because students felt more comfortable working in a low-pressure environment (Song & Song, 2023). Similar findings were reported in Kazakhstan and Uzbekistan, where students viewed AI tools as helpful for academic productivity and language support (Potluri et al., 2026; Shakib Kotamjani et al., 2024). Some researchers connect these positive attitudes to increased motivation and feelings of competence because learners can receive immediate assistance during writing activities (Annamalai et al., 2025; Arif & Naeem, 2025). In South Africa, students also reported that ChatGPT helped simplify difficult theoretical concepts and supported understanding during academic writing tasks (Mavuso & Matsebula, 2026).

Another commonly discussed advantage is the improvement of grammar, vocabulary, and writing fluency. AI tools such as Grammarly and EditGPT provide real-time corrections related to syntax, tense, punctuation, and lexical choice (Mekheimer, 2025; Umaralieva, 2026). Studies from Uzbekistan suggest that students particularly value AI support for vocabulary and grammatical accuracy because these remain common challenges among English language learners in the region (Kasimova, 2024; Umaralieva, 2026). Research also shows that AI-generated feedback can help students revise their work more independently without waiting for teacher correction.

AI-assisted writing tools are also frequently used during brainstorming and drafting. Many students report that AI helps them organize ideas and overcome the difficulty of starting essays (Baskara, 2023; Liu & Biebricher, 2024). Learners

often feel more confident when AI systems help identify mistakes before submission (Annamalai et al., 2025; Song & Song, 2023). In multimodal writing tasks, AI prompts were found to improve idea organization and coherence (Liu et al., 2024). Al-Mansouri et al. (2025) similarly found that AI-generated feedback encouraged students to revise more frequently and improved the overall quality of written work.

Although these findings show mostly positive student perceptions, researchers increasingly question whether these benefits lead to deeper language development. Several studies suggest that AI systems are more effective at improving surface-level features such as grammar, fluency, and vocabulary than higher-order skills like argument development, originality, and critical analysis. Seo (2024), for example, found that although Korean university students produced more fluent texts with AI assistance, their writing sometimes became more formulaic and less syntactically complex. This suggests that improved writing quality does not always mean improved independent writing ability. Students may feel more confident because AI reduces writing difficulty, but this confidence may not always reflect long-term language development.

Educational and Ethical Concerns of AI-Assisted Writing

Despite the practical advantages of AI-assisted writing, concerns related to academic integrity, overdependence, and critical thinking remain central topics in recent research. As AI tools become increasingly capable of generating essays, summaries, and academic-style responses, many researchers question how institutions should define acceptable AI use in education (Bin-Nashwan et al., 2023; Khatri & Karki, 2023).

Several studies suggest that some students approach AI use mainly from a practical perspective, focusing on speed, convenience, and the possibility of avoiding plagiarism detection rather than on ethical concerns (Kofinas et al., 2025). Researchers and educators have also raised doubts about the reliability of AI-detection systems such as Turnitin because AI-generated texts can often be edited to avoid detection, while false positives may affect students unfairly (Cotton et al., 2024; Gede et al., 2024). Because of these concerns, some researchers argue that institutions may need to redesign traditional assessment methods and place greater emphasis on authentic and process-based learning activities (Balalle & Pannilage, 2025; Birks & Clare, 2023).

Another important concern is overdependence on AI and the problem of cognitive offloading. Researchers warn that students may rely on AI systems to complete tasks that normally require independent thinking and reflection (Arif & Naeem, 2025; Rababah et al., 2026). In a study of Jordanian EFL students, Rababah et al. (2026) found that frequent AI use was associated with lower vocabulary retention and weaker self-regulation skills. Some students admitted becoming dependent on AI-generated suggestions instead of learning linguistic rules independently (Qadri et al., 2025; Rababah et al., 2026). Similar concerns appear in studies from Uzbekistan, where students worried that continuous use of AI-generated ideas might reduce independent learning and originality (Shakib Kotamjani et al., 2024).

The relationship between AI-assisted writing and critical thinking also remains debated. Some researchers argue that AI can support analytical thinking when students use it to compare perspectives, evaluate arguments, and revise ideas critically (Gayeski, 2025; Urban et al., 2024). Other studies, however, warn that excessive reliance on AI-generated content may weaken originality and reduce independent reasoning (He et al., 2025; Zhai, 2024). Researchers also note that students may sometimes accept inaccurate or biased AI-generated information without careful evaluation because many AI systems operate as "black boxes" that do not clearly explain how responses are produced (Dignam, 2025; Heeg & Avraamidou, 2024).

Moreover, some recent studies suggest that AI may support certain aspects of self-regulated learning, particularly during planning, drafting, and revision stages where students receive immediate feedback and organizational support (Achuthan, 2025; Al Ghaithi & Behforouz, 2025; Mekheimer, 2025; Song & Song, 2023). However, researchers also warn that excessive reliance on AI during more cognitively demanding stages of writing may encourage cognitive offloading, where learners transfer mental effort to automated systems instead of engaging critically with the task itself (Arif & Naeem, 2025; Nair et al., 2025; Qadri et al., 2025; Rababah et al., 2026). This may explain why students often report improved writing confidence and fluency while still demonstrating limited development in independent writing and critical thinking skills (Kasimova, 2024; Sapkota & Bondurant, 2024; Seo, 2024; Teng, 2024; Zhai, 2024).

At the same time, the literature does not suggest that AI is entirely harmful to learning. Several researchers emphasize that the educational effects of AI depend largely on how these tools are used in classroom settings. Achuthan (2025) and Yeşil (2025) argue that AI can support learner autonomy when students are encouraged to revise, question, and reflect on AI-generated feedback rather than simply copying automated responses. This suggests

that the main issue may not be AI itself, but the lack of clear guidance on responsible and reflective use.

Pedagogical and Contextual Implications

Research shows that students’ perceptions of AI-assisted writing differ across educational and cultural contexts. In many Western institutions, discussions focus strongly on academic integrity, institutional AI policies, and assessment redesign (Cotton et al., 2024; Kofinas et al., 2025). In contrast, studies from Central Asian countries such as Kazakhstan and Uzbekistan often emphasize the practical benefits of AI tools, especially language support and accessibility (Kauanova et al., 2025; Potluri et al., 2026). In India, students frequently view AI as a tool that helps overcome linguistic barriers and improves participation in global academic communication (John, 2025).

Some researchers also warn that AI systems trained mainly on Western-centered data may not fully reflect local cultural and linguistic identities (Lewis, 2025; Shakib Kotamjani et al., 2024). This suggests that students from different regions may experience AI tools differently depending on language background, educational infrastructure, and access to technology.

Most researchers agree that completely banning AI tools in education is unrealistic. Instead, recent studies increasingly emphasize the importance of AI literacy for both teachers and students (Arif & Naeem, 2025; Hoang, 2025). Teachers are encouraged to help students evaluate AI-generated content critically and use AI responsibly during the writing process (Ma et al., 2024; Seo, 2024). Researchers also suggest that writing assessment may need to move toward more reflective and process-based activities such as oral presentations, classroom discussions, and project-based learning (Kofinas et al., 2025; Yiling et al., 2025).

Overall, the literature presents a balanced but sometimes contradictory picture of AI-assisted writing in English language learning. Most students view AI positively because it improves efficiency, reduces anxiety, and supports writing performance. However, many researchers continue to question whether these short-term benefits contribute to genuine long-term language development. A major limitation in current research is that many studies rely heavily on self-reported perceptions rather than long-term evidence of writing improvement (Mavuso & Matsebula, 2026; Song & Song, 2023; Shakib Kotamjani et al., 2024). In addition, most studies examine short classroom interventions, making it difficult to determine whether AI-assisted writing improves independent writing ability over time (Seo, 2024; Umaralieva, 2026).

Another important contradiction in the literature is the difference between students’ perceived improvement and actual writing development. Although many learners report greater confidence and satisfaction when using AI tools, some studies suggest that improvements often remain limited to grammar, fluency, and surface-level organization rather than deeper critical thinking or argumentative skills (Al Ghaithi & Behforouz, 2025; Seo, 2024). This suggests that student satisfaction with AI tools should not automatically be interpreted as evidence of meaningful educational improvement.

Overall, the literature shows that AI-assisted writing creates both opportunities and challenges in English language learning. While AI tools can support writing development and motivation, excessive dependence on automated systems may weaken learner autonomy and reduce critical engagement if students rely on AI without reflection or guidance.

Comparative Discussion

Although many studies describe AI-assisted writing as beneficial for language learning, the literature reviewed in this study suggests that the educational value of these tools may sometimes be overstated. Students often report increased confidence, improved writing quality, and greater efficiency when using AI systems. However, these improvements may not always reflect genuine language development. In many cases, AI appears to help students produce academically acceptable texts without fully developing independent writing ability, creativity, or critical thinking. As a result, AI-assisted writing may create an illusion of competence rather than actual long-term improvement.

This contradiction is particularly important in EFL contexts where students are often evaluated mainly through written assignments and examination results. In such environments, learners may prioritize grades, task completion, and academic survival over deeper learning. AI tools can therefore become less of a learning resource and more of a shortcut for managing academic pressure. While this may improve short-term performance, excessive dependence on AI-generated corrections and ideas may gradually weaken students’ willingness to struggle with the writing process independently. The reviewed literature repeatedly raises concerns about learner autonomy and cognitive offloading, but current studies still provide limited long-term evidence regarding how seriously AI may affect independent thinking over time.

Another important issue is that universities and educational systems appear to be responding to AI reactively rather than strategically. Much of the current discussion focuses heavily on plagiarism detection and AI identification tools. However, students are already finding ways to bypass many

detection systems, just as plagiarism avoidance strategies existed before the rise of generative AI. This suggests that the main challenge is not simply technological detection, but the redesign of assessment and teaching practices themselves. If institutions continue relying on traditional take-home writing tasks without adapting assessment methods, concerns about authenticity and academic integrity will likely continue increasing.

The literature also shows that AI is not entirely harmful when used carefully and with clear guidance. AI tools may still support vocabulary development, grammar correction, and language practice, particularly for students who struggle with writing and speaking in English. However, the findings of this review suggest that AI should function as a support tool rather than a replacement for the thinking process itself. When students depend too heavily on automated suggestions during brainstorming, drafting, and revision, they may become less engaged in reflection, analysis, and original idea development.

Overall, the reviewed studies suggest that the central educational problem may not be plagiarism alone, but the gradual weakening of independent thinking and authentic learning habits. Therefore, the future challenge for higher education is not whether AI should be completely banned, since this is increasingly unrealistic, but how universities can integrate AI responsibly without reducing students' cognitive and creative engagement in the learning process.

Practical Recommendations

1. Universities should redesign writing assessment by increasing the use of in-class writing tasks and oral defense activities to reduce overreliance on AI-generated work.
2. Teachers should focus more on process-based assessment rather than evaluating only final written products.
3. Institutions should develop clearer policies explaining acceptable and unacceptable uses of AI in academic work.
4. AI literacy courses should be introduced to help students understand how to use AI critically and responsibly in different academic fields.
5. Students should be encouraged to use AI mainly for grammar support, vocabulary assistance, and language practice rather than full content generation.
6. Teachers should receive training on AI-assisted learning and assessment redesign so they can adapt classroom practices more effectively.
7. Future educational approaches should focus not only on detecting AI use, but also on maintaining critical thinking, creativity, and learner autonomy in the writing process.

Conclusion

The growing use of artificial intelligence in English language learning has created both opportunities and important educational concerns. Although many students perceive AI-assisted writing tools positively because they improve grammatical accuracy, reduce writing anxiety, and make academic tasks easier to complete, the literature reviewed in this study suggests that these benefits may sometimes create an illusion of learning rather than genuine long-term development. Students may produce more polished and academically acceptable texts with AI support while becoming less engaged in independent thinking, reflection, and problem-solving during the writing process. As a result, the main educational challenge may no longer be plagiarism alone, but the growing dependence on AI-generated thinking and the gradual weakening of learner autonomy and creativity. At the same time, completely rejecting AI in education is neither practical nor realistic. Therefore, the future challenge for universities and teachers is not simply detecting AI use, but redesigning assessment and classroom practices in ways that preserve authentic learning, critical thinking, and independent writing development in increasingly AI-supported educational environments.

This review also has several limitations. First, the study is based mainly on recent literature published between 2023 and 2026, which reflects the rapidly changing nature of AI technologies but limits the availability of long-term evidence. Second, many reviewed studies relied on perception-based methods such as questionnaires and interviews, which may not fully capture actual improvements in writing ability. Finally, the reviewed literature focused primarily on English language learning contexts and did not examine broader disciplinary differences in AI-assisted writing practices.

Future research should therefore move beyond short-term perception studies and investigate the long-term effects of AI-assisted writing on learner autonomy, critical thinking, and academic writing development. More longitudinal and mixed-methods studies are needed to examine how students use AI over extended periods of time and whether AI support contributes to genuine learning or increased dependency. Future studies could also explore differences across educational levels, cultural contexts, and institutional policies to better understand how AI can be integrated responsibly into language education.

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